

EDUCATIONAL ADMINISTRATION IN ARUNACHAL PRADESH

**Structure, Processes and Prospects
for the Future**

**M M Kapoor
R P Vadhera
Srilekha Majumdar**



This book is an outcome of the Second All India Survey of Educational Administration in Arunachal Pradesh conducted by NIEPA, almost two decades after the First Survey.

It is based on analysis of not only secondary sources of information but also primary data collected on sample basis in the state. It gives a state of the art of educational administration from institution to state level with focus primarily on school administration. It provides critical analysis of various functions of educational planning and administration with suggestions for future development of the administrative system and the tasks ahead for the educational planners and administrators. It also studies the activity profiles of different educational management personnel at district, block and institutional levels over the last two decades.

The book belongs to a series of such publications on educational administration in the various states and union territories of India and is valuable reference material for researchers, educationists, educational planners and administrators and all those interested in the development of education.

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M. V. KAPOOR
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SRILAKSHMI COMRAN



NATIONAL INSTITUTE OF EDUCATIONAL
PLANNING AND ADMINISTRATION



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Foreword

The Institute is happy to bring out this report of a survey of educational administration in Arunachal Pradesh. This publication belongs to a series of such reports which are being prepared by NIEPA as a part of the Second All India Survey of Educational Administration covering all the states and union territories in the country.

The National Policy on Education (1986) accords a high priority to the need for overhauling the system of planning and management of education. To bring about the required changes in the system, it is first necessary to know how it is working at present. Accordingly, the survey report covers various aspects of educational administration in Arunachal Pradesh in a comprehensive manner. Apart from furnishing general information about the State and indicating the legal basis of education, the report provides a brief description of educational policies and programmes, organisation and administration of education, including the role of non-government agencies and local bodies, personnel management, financial management, information system, processes of educational planning, inspection and supervision, academic support system, etc. Appropriately, there is also a discussion of the current issues and problems faced in management of education as well as an indication of the prospects for future developments.

Detailed data on the size, efficiency and performance of educational administration in a state or union territory are not readily available. The survey tries to bridge this gap in information. The use of indicators of educational development included in the report gives a comparative picture of development in the State and overall national position at different points of time.

I would like to express my sincere appreciation of the work put in by the project staff under the guidance of Prof. M.M. Kapoor, Senior

Fellow and Head, Sub-National Systems Unit of the Institute. We are most thankful to the National Advisory Committee of the Survey for expert advice and guidance at all stages of the project, and the Consultant who made such a valuable contribution in finalising this report. We are particularly grateful to the Government of Arunachal Pradesh for their kind cooperation in providing the basic material for this survey and bringing out the report.

I hope this survey report will be found useful as a book of reference by educational planners and administrators, educators and others interested in education.

BALDEV MAHAJAN

Joint Director

National Institute of Educational
Planning and Administration

Preface

The First National Survey of Educational Administration in India (1973) studied the set-up and functioning of governmental machinery in this field. The Second Survey (1991) seeks to define the elaborate picture of educational administration in general and school education in particular; with special reference to their structures, systems, processes, functions, challenges and innovative tasks vis-a-vis growth of educational policy, planning and management over the years.

Educational administration is conceived here as a means of achieving the objectives of educational policies and programmes. The contextual framework of this report therefore examines the educational system, its legal bases, major provisions and organisational set-ups at the state, regional, district and sub-district levels as also the role of non-governmental organisations and programmes for the disadvantaged groups. It studies the systems of personnel management, planning, finance, information, and inspection and supervision, besides the academic support system including development of research and innovative practices in administration. A detailed analysis of the system of planning and management at the institutional level is also done in addition to 'Prospects for the Future', determining urgent tasks confronting educational administration today. It reveals interesting profiles and features to help design more tangible pre-service and in-service programmes in educational planning and administration.

A set of structured tools and sample surveys helped in procuring the primary data. A vast variety of secondary sources such as central and state government documents, non-governmental publications, census reports, state budgets, plan proposals, educational research studies, etc. too proved useful for analysis of the state educational system in a national perspective. It is also proposed to bring out in due course of time, a set of thematic reports on different aspects of educational administration on the basis of these data.

This study is an outcome of the collaborative efforts of Arunachal Pradesh State Education Department and NIEPA. We are grateful to the State Education authorities, especially Sarva Shri Tabom Bam (Education Secretary), G.C. Yadava (Director of Public Instruction), A.P. Srivastava (Former Director of Public Instruction), L.C. Bhatt (Former Joint Director of Public Instruction), Smt. K. Namchom (Joint Director of Public Instruction), Dr. M.A. Sudhir (Former Dean, Faculty of Education, Arunachal University), Dr. S.P. Shukla (Principal, Government College, Itanagar) and Shri Rajkhowa (Statistical Officer, Directorate of Public Instruction) for guiding the survey work in the State, to Shri B.C. Bhagwati (Project Coordinator) for efficient coordination and to the whole team of personnel at district, block and institutional levels for their active cooperation in successful completion of this work.

Our sincere gratitude is due to the members of the State and the National Advisory Committees for their expert guidance as also to Prof. Satya Bhushan (Former Director, NIEPA), Shri Baldev Mahajan (Joint Director, NIEPA), Dr. P.D. Shukla, Dr. T.N. Dhar, Dr. R.P. Singhal and Shri Kalyan Krishnan for their valuable advice and encouragement during various stages of the Survey, including finalisation of its reports. Thanks are due to the Project Team at NIEPA for their sincere efforts in conducting the Survey, and especially to Dr. J.C. Goyal, for ably helping in coordination of the project. We are thankful to Ms. Nirmal Malhotra, Librarian and Shri N.D. Kandpal, Documentation Officer at NIEPA for their help and cooperation. We also wish to extend our thanks to Dr. D.N. Khosla for going through the manuscript, Shri A.K. Sinha for helping in the preparation of indicators of educational development, Shri P.N. Tyagi for cartographic assistance, Ms. M.T. Sheela, Ms. Sobha P.K. and Ms. Shashi Solanki for word processing, as also to a number of other persons for rendering administrative, secretarial and computer assistance.

Efforts have been made to cover various aspects of educational administration in this study; suggestions for its improvement are, however, welcome. Its findings, interpretations, and conclusions are of course those of the authors, and need not necessarily be attributed to the Institute or the State Government.

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Abbreviations

ADAE0	Assistant District Adult Education Officer
ADEO	Assistant District Education Officer
ADPI	Assistant Director of Public Instruction
AE	Adult Education
AEC	Adult Education Centre
AEO	Adult Education Officer
AES	Adult Education Supervisor
AICTE	All India Council of Technical Education
ALQ	Area Level Questionnaire
AOP	Annual Operating Plan
APCS	Arunachal Pradesh Civil Service
BAJSS	Bhartiya Adim Jati Sevak Sangha
BSB	Basic Shiksha Bhavan
CABE	Central Advisory Board of Education
CBSE	Central Board of Secondary Education
CCE	Continuous Comprehensive Evaluation
CDC	Curriculum Development Centre
CDPO	Community Development Project Officer
CEO	Chief Education Officer
CIEFL	Central Institute of English and Foreign Languages
CIET	Central Institute of Educational Technology
CIIL	Central Institute of Indian Languages
CIVE	Central Institute of Vocational Education
CLASS	Computer Literacy and Studies in Schools
CSIR	Council of Scientific and Industrial Research
CTE	College of Teacher Education
DAE	Directorate of Adult Education
DAEO	District Adult Education Officers

DDEO	Deputy District Education Officer
DDPI	Deputy Director of Public Instruction
DEO	District Education Officer
DIET	District Institute of Education and Training
DPI	Director of Public Instruction
DRC	District Rehabilitation Centre
DRDA	District Rural Development Agency
DRU	District Resource Unit
EB	Educationally Backward
ECCE	Early Childhood Care and Education
ECE	Early Childhood Education
HS	Higher Secondary
IAMR	Institute of Applied Manpower Research
ICDS	Integrated Child Development Scheme
ILQ	Institutional Level Questionnaire
IPCL	Improved Pace and Content of Learning
ITI	Industrial Training Institute
JCVC	Joint Council of Vocational Education
JRY	Jawahar Rozgar Yojna
JSN	Jana Shikshan Nilayam
JT	Junior Teacher
KHS	Kendriya Hindi Sansthan
LDC	Lower Division Clerk
MHRD	Ministry of Human Resource Development
MIL	Modern Indian Languages
MIS	Management Information System
MOU	Memorandum of Understanding
MLA	Member of Legislative Assembly
MP	Member of Parliament
MLC	Member of Legislative Council
NAC	National Advisory Committee
NCC	National Cadet Corps
NCERT	National Council of Educational Research and Training
NCHE	National Council of Higher Education
NCTE	National Council of Teacher Education
NEC	North Eastern Council
NEFA	North East Frontier Agency
NEO	National Evaluation Organisation

NERIST	North Eastern Region Institute of Science and Technology
NFE	Non-Formal Education
NGO	Non-Governmental Organisation
NIEPA	National Institute of Educational Planning and Administration
NIMH	National Institute for the Mentally Handicapped
NIOH	National Institute for the Orthopaedically Handicapped
NIVH	National Institute for the Visually Handicapped
NLM	National Literacy Mission
NLMA	National Literacy Mission Authority
NOS	National Open School
NPE	National Policy on Education
NPERC	National Policy on Education Review Committee
NSS	National Service Scheme
NYK	Nehru Yuvak Kendra
OB	Operation Blackboard
OBC	Other Backward Classes
PGT	Post Graduate Teacher
PIC	Project Implementation Committee
POA	Programme of Action
PSTE	Pre-Service Teacher Education
RCCP	Radio-cum-Cassette Player
RCE	Regional College of Education
R&D	Research and Development
RFLP	Rural Functional Literacy Programme
RLEGP	Rural Labour Employment Generation Programme
RPF	Revised Policy Formulations
SABE	State Advisory Board of Education
SAC	State Advisory Committee
SBAE	State Board of Adult Education
SC	Scheduled Caste
ST	Scheduled Tribe
SCERT	State Council of Educational Research and Training
SCHE	State Council of Higher Education
SCVE	State Council of Vocational Education
SIE	State Institute of Education
SIET	State Institute of Educational Technology

SRC	State Resource Centre
SLQ	State Level Questionnaire
STEI	Secondary Teacher Education Institute
SUPW	Socially Useful Productive Work
TLC	Total Literacy Campaign
TGT	Trained Graduate Teacher
TRYSEM	Training for Rural Youth in Self Employment
TTTI	Technical Teacher Training Institute
TV	Television
UDC	Upper Division Clerk
UEE	Universalisation of Elementary Education
UGC	University Grants Commission
UNDP	United Nations Development Programme
UNESCO	United Nations Educational, Scientific and Cultural Organisation
UNICEF	United Nations International Children's Emergency Fund
UT	Union Territory
VCR	Video Cassette Recorder
VEC	Village Education Committee
VRC	Vocational Rehabilitation Centre
WE	Work Education

Chapter 1

Introduction

Need and Objectives

The National Institute of Educational Planning and Administration (NIEPA) conducted the First All India Survey of Educational Administration in 1973-74. During this intervening period of nearly twenty years, innovative programmes, practices and policies including the New Education Policy (1986), Programme of Action, individual state level education committees etc. have ushered in a new era of educational reforms in the country. Therefore, in order to: (a) understand the present status of educational administration in terms of structures, systems and processes at various levels; (b) study the experiments, innovations and changes; and (c) identify major issues and future tasks of educational planning and management, NIEPA conducted the Second All India Survey of Educational Administration in 1990-91. These obviously formed the three principal objectives of the Survey.

Scope and Coverage

The Survey covers the organisational set up, role, functions and activities of the Education Department at the secretariat, directorate and inspectorate levels; educational institutions under different managements; and departments other than the Education Department. It addresses itself primarily to administration of school education. Consequently, technical, professional and higher education have not

been discussed in detail although there might be occasional references to them.

The strength of the Survey lies in the preparation and presentation of activity profiles of different educational management personnel like district/block education officers and heads of institutions. As part of the Survey, an indepth study of any one specific problem encountered by a particular state/UT, or of any important innovation introduced in the field of educational administration was also conducted. A select bibliography of studies conducted and books brought out after 1960, on educational administration in India and in the states/UTs, is also included for reference and record purposes.

Primary data for the Survey pertain to the year 1990-91 and those taken from the secondary sources are the latest available.

Methodology

Being a Survey, its methodology included the collection of information from the State Education Department, its different directorates and divisional, regional, district, block and institutional level organisations, on the basis of a representative sample. Other secondary sources were also tapped for this purpose.

Sample

A framework was designed to select a sample by the multistage purposive sampling technique, covering at least 10 per cent of the total number of districts adequately representing each state/union territory of the country. However, considering the time and feasibility aspects, only one out of every fifteen districts in each state/UT was selected on the basis of it being the most representative and from each district thus selected two representative blocks or subeducational districts, that is, one rural and the other urban, were taken for the study. Similarly, a representative sample of schools of different types was selected from each of the sampled subeducational district/block/division/region/circle, if such unit(s) existed in the state/union territory.

In Arunachal Pradesh, the district of West Siang covering two blocks, namely Along and Liromba was taken up for the purpose of the Survey. From these blocks, thirty-three schools belonging to urban and rural areas, were randomly selected as per details given in Table 1.1.

Table 1.1
Selected Sample in Arunachal Pradesh

Type of Institution	Number of Institutions				Total
	Rural		Urban		
	Govt.	Non-Govt.	Govt.	Non-Govt.	
Primary Schools	14	1	1	—	16
Upper Primary Schools	10	—	2	—	12
Secondary Schools	2	—	1	—	3
Higher Secondary Schools	1	—	1	—	2
All Schools	27	1	5	—	33

Tools

Three types of questionnaires were constructed and used for data collection. These are:

- (1) **State Level Questionnaire (SLQ)** designed to collect information from primary sources namely, Education Department, directorates and other concerned officials;
- (2) **Area Level Questionnaire (ALQ)** to elicit information on organisation and administration of education at the divisional/ regional, district, block or circle levels and from officers-in-charge of the area; and
- (3) **Institutional Level Questionnaire(ILQ)** to collect information from institutions and their heads.

Apart from data collected by means of these questionnaires, supplementary information was also collected at the national, state and area levels from:

- secondary sources like government publications, acts, codes, rules and regulations, ordinances, state plans, budgets and statistical publications;
- interviews and discussions with officers holding different hierarchical positions at various levels as well as heads and teachers of institutions;

- discussions on related issues and problems in meetings, workshops and seminars at national, state, district and grassroot levels; and
- select literature on educational organization and management published by various agencies.

Case Study

As a part of the Survey, an indepth study of the problem of "Transfer and Posting of Teachers" was conducted in Arunachal Pradesh.

Modalities

The project design provided for National and State Advisory Committees (Appendix-I) to guide and advise the Project Team at NIEPA and at the state level on matters pertaining to the Survey.

Preliminary work on this report was done at the state level. It was revised and finalised at NIEPA, in consultation with experts and state authorities according to a common format to facilitate inter-state comparison.

Problems and Difficulties

Any survey of this kind is usually confronted with a set of problems and difficulties. Often, as one goes along the originally conceived plan, scope has to be restricted. In case of the survey in Arunachal Pradesh which consists mainly of hilly and difficult terrain, the problem of data collection, particularly at the block and institutional levels, was rather insurmountable. It was thus not possible to study in detail the educational set-up of departments other than the State Education Department.

Chapter 2

The State

The Evolution

The region now known as Arunachal Pradesh and strategically located along the international border in the north-eastern sector of India, acquired an identity of its own in 1914, when some tribal areas were separated from the Darrang and Lakhimpur districts of the province of Assam to form the "North East Frontier Tract". The tract underwent various changes and in 1951, acquired the name of North East Frontier Agency, popularly called NEFA. Its administration, which till then was under the Ministry of External Affairs, was passed to the Ministry of Home Affairs by the Government of India in 1965. The five frontier divisions of the territory became its five original districts.

In 1972, the territory assumed an independent political status of a union territory under the Indian Union. It ceased to be a tribal area within the state of Assam. The governor of Assam, who until then had administered the area as an agent of the president of India, ceased to function as such, and the Agency Council was replaced by a Pradesh Council. The name of the union territory of NEFA was formally changed to Arunachal Pradesh under the North Eastern Areas (Reorganisation) Act of 1972. In 1975, a Legislative Assembly was constituted for the union territory and on February 20, 1987, Arunachal Pradesh attained statehood.

Administrative Structure

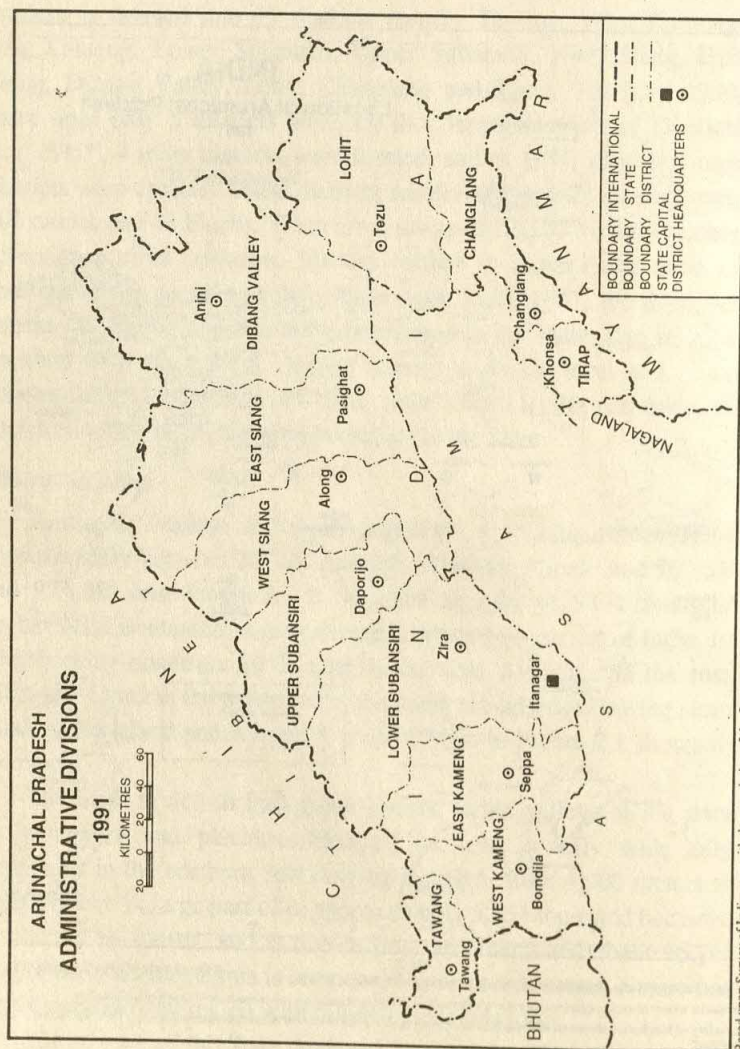
For administrative purposes, as seen in Figure 2.2 Arunachal Pradesh is divided into 11 districts namely Tawang, West Kameng, East Kameng, Lower Subansiri, Upper Subansiri, West Siang, East Siang, Dibang Valley, Lohit, Changlang and Tirap. Till May 1980, there were only 5 districts when by the "Reorganisation of Districts Act, 1980", 4 more districts were formed, and in 1984, another 2 new districts were created. These districts are divided into 28 subdivisions, 101 circles and 48 blocks. There are 6 towns and 3,257 villages mainly comprising tribal societies. Matters related to a particular tribe or community are decided at the village level. Since 1967, the three tier Panchayati Raj System has been introduced in the State, that is, Zilla Parishad at District level, Anchal Samity at Block level and Gram Panchayat at Village level. In 1989, there were 11 zilla parishads, 60 anchal samities and 875 gram panchayats in the State.

Characteristics

Arunachal Pradesh is a thinly populated, vast, hilly region, lying approximately between $26^{\circ} 28'$ and $29^{\circ} 31'$ north latitude and $90^{\circ} 31'$ and $97^{\circ} 30'$ east longitude. It occupies an area of 8374 thousand hectares and is situated in the extreme north-eastern corner of India. Its neighbouring countries are Bhutan in the west, Myanmar in the east, Tibet and China in the north and in the south are its neighbouring sister states of Nagaland and Assam. A map of India in Figure 2.1 shows its location.

The State is rich in lush green forests, fertile valleys of the river Brahmaputra and plateaus. Most of its land is hilly with lofty mountains in the northern part ranging in height from 4,900 meters to 7,000 meters. A large part of it, approximately 5,154 thousand hectares, is covered by forests, and is rich in flora and fauna and about 16 per cent of the total forest area is considered as reserved forests. Nature has amply endowed the region with mineral potentials too.

The climate of the State tends to change quite often. In the higher altitudes of the northern areas, it is colder. Rainfall varies from a minimum of 1,396 mm to a maximum of 3,750 mm per annum.



Based upon Survey of India map with the permission of the Surveyor General of India
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Fig. 2.2

Table 2.1
Population, Sex-Ratio, Density of Population and Growth Rate by Districts

District	Total Population		Percentage to State Population		Females per 1000 males		Density of population per sq. km		Decennial growth rate of population	
	1991	1991	1991	1991	1991	1991	1981	1991	1971-81	1981-91
Arunachal Pradesh	858392	100	862	861	8	10	(+)	35.15	(+)	35.86
1. Tawang	7574	3.2	905	803	10	10	(+)	15.90	(+)	26.86
2. West Kameng	56402	6.5	834	823	6	7	(+)	29.44	(+)	35.69
3. East Kameng	50238	6.0	943	96	10	12	(+)	21.64	(+)	17.55
4. Lower Subansiri	154591	18.0	885	899	9	11	(+)	39.22	(+)	37.23
5. Upper Subansiri	49163	5.6	972	882	6	7	(+)	23.10	(+)	24.75
6. West Siang	89778	10.5	913	872	6	7	(+)	27.04	(+)	31.41
7. East Siang	99985	11.6	853	861	12	15	(+)	40.07	(+)	31.05
8. Dibang Valley	42928	5.0	661	792	2	3	(+)	103.37	(+)	38.58
9. Lohit	109632	12.8	781	797	6	9	(+)	45.90	(+)	57.75
10. Changlang	92871	10.8	833	874	13	19	(+)	35.92	(+)	49.32
11. Tirap	85210	10.0	899	866	28	3	(+)	28.51	(+)	28.25

Source: Census of India, 1991.

Demographic Features

The population of Arunachal Pradesh according to the census of 1991, is 8,58,392 comprising 4,61,242 males and 3,97,150 females. A detailed picture of the distribution of population is given in Table 2.1.

In 1981 the population was 6,31,839. There are 861 females per 1,000 males. About 93.4 per cent of the population dwell in rural areas. The State is thinly populated and the density of population per sq.km. is 10. The districts of Tirap and Dibang Valley have the highest and the lowest density-36 persons per sq. km and 3 persons per sq.km. respectively.

The population is predominantly tribal and of Indo-Mongoloid origin. Only 0.46 per cent of the State's population comprises scheduled castes. There are about twenty-two major tribes and nearly forty-five sub-tribes, speaking fifty different languages and dialects. A broad list of the main tribes and the districts they primarily belong to, is shown in Table 2.2. The people are warm, hospitable and full of joie-de-vivre. They have a great love for singing and dancing.

Table 2.2
District-wise Tribes

<i>Districts</i>	<i>Main Tribes</i>
East Kameng	Bangni, Nishis
West Kameng	Monpa, Sherdukpen, Lama
Tawang	Monpa, Lama
Upper Subansiri	Tagin, Hill Miri, Adi
Lower Subansiri	Nishis, Apatanis
East Siang	Adi (consisting of about 20 sub-tribes)
West Siang	Adi, Monpa, Lama
Lohit	Mishmi, Khamti, Singpho
Dibang Valley	Adi(Padam), Idu Mishmi
Tirap	Nocte, Wancho
Changlang	Tangaa, Singpho

Source: Statistical Abstract of Arunachal Pradesh, 1989, Directorate of Economics and Statistics, Government of Arunachal Pradesh.

The rates of birth and death per 1,000 population in the State are shown in Table 2.3

Table 2.3
Birth and Death Rates

<i>State/All India</i>	<i>Annual Rate Per 1000 Population</i>			
	<i>Birth Rate</i>		<i>Death Rate</i>	
	<i>1984</i>	<i>1989</i>	<i>1984</i>	<i>1989</i>
Arunachal Pradesh	34.5	35.2	16.7	14.1
All India	33.9	30.5	12.6	10.2

Source: Year-book 1989-90. Ministry of Health and Family Welfare. Government of India.

The birth and death rates in the State are higher than those of India as a whole. In Arunachal Pradesh, while the birth rate rose in 1989 over that in 1984, death rate declined since 1984.

Socio-Economic Features

On the basis of socio-religious links, the population may be divided broadly into three cultural groups namely (a) Monpas and Sherdukpens in the western districts who follow Mahayana Buddhism, and the Memba, Khambas, Khamtis and Singphos in the eastern districts who follow Hinayana Buddhism; (b) Adis, Akas, Apatanis, Nishis, Mishmis and Myris who worship the Sun and Moon gods and whose religious rituals mainly coincide with the phases of agricultural cycle; and (c) Noctes and Wanches in Tirap district who practise elementary form of Vaishnavism. They have a rigid, structured village society in which the chief who inherits his position, plays a vital role.

These people have a rich tradition of artistic craftsmanship which finds expression through a variety of crafts like weaving, painting, pottery, smithy, basket weaving and wood carving.

The State has mainly an agrarian economy. Like its other sister states, till recently 'Jhum' was the only mode of cultivation which is

gradually being replaced by settled cultivation and horticultural crops in areas where land is favourable and irrigation facilities are available. The government through its Department of Agriculture, organises activities like agricultural farming, supply of manures and fertilizers, high yielding variety (HYV) programme, commercial crop development, plant protection, agricultural engineering and control of quality to promote planned cultivation. There is a training centre for farmers and also a gram sevak training centre. Since agriculture occupies an important place in the lives of Arunachalis, their festivals too revolve mainly around agriculture and are generally celebrated with great gaiety.

Forests cover about 62 per cent of the total geographical area of the State and by the end of 1986-87, approximately 38 hectares were covered by forest plantation. Timber is obtained in plenty from these forests and a large percentage of the state revenue is from timber. Saw-cum-plywood factories have been set up by the State Forest Corporation in Tirap district; coffee, tea and cardamom plantations have also been started by it to popularise these crops. To check illegal felling of trees, a well equipped forest protection force has been engaged. At Namsangmukh, a forest training school imparts training to forest guards.

The setting up of the Anchal preserve, by involving the community, forms an important component of the forest programme. Recently, the waste land development programme has been launched to strengthen community participation in the movement for conservation of forests.

The Arunachalis have a strong affinity with forests and the wild-life that exists there. The 'Mithun' (Bos Frontails) which has been partly domesticated by the tribals, has great religious and socio-cultural significance. In fact, no tribal marriage is solemnised without a 'Mithun'. There are four wild-life sanctuaries viz. Pakhui, Lali, Itanagar and Namdapha; the last was elevated to the status of a national park in the early eighties.

Due to geo-climatic conditions, horticulture has great potential in the State. Fruits like apple, pineapple, pear, orange, banana and jackfruit are grown. Efforts are on to grow saffron. Spices like black pepper and large cardamom are also grown along with vegetables. A

Directorate of Horticulture has been established to utilise fully the innate potentials of the region.

With the help of the North Eastern Council, a regional seed foundation potato farm has been set up at Dirang. A fruit processing factory at Nigorio in West Siang District has also been set up and the Shergaon farm has been strengthened.

The State encourages the rearing of cattle and poultry farming. At Nirjuli, there is a State Central Poultry Farm and a quail rearing unit. There is also a regional sheep breeding farm and a central pig breeding farm. Sericulture too is being given a lot of encouragement by the government and demonstration-cum-seed production centres have been set up at a number of places to encourage self-employment.

In Table 2.4 is shown the status, in 1989-90, of industries which generated employment for about 90940 persons.

Table 2.4
Industries In Arunachal Pradesh: 1989

<i>Item</i>	<i>Unit</i>	<i>1989</i>
Medium Industries	Number	16
Small Scale Industries	"	1,903
Craft & Weaving Centres	"	64
Sericulture Centres	"	24
Annual turn over	Rs. in lakhs	19
Annual sale proceeds	"	17

Source: Arunachal Pradesh at a Glance-1990. Directorate of Economics and Statistics. Government of Arunachal Pradesh.

The state government provides employment to the maximum number of people. In 1987 there were about 22,091 government employees of which 36 per cent belonged to scheduled tribes and the number of educated people seeking jobs was about 39 per cent of the educated manpower in the State.¹

Though the State is rich in minerals, industrially it is still backward. Industrialisation based on forest and mineral resources has

been started. Efforts are on to develop the industries in terms of financial investment and employment generation. An important product of the State is crude oil and its production has risen considerably over the years.

There is no major irrigation and power project in the State though there are many waterfalls and tributaries of five principal rivers in Arunachal Pradesh. The hydroelectric potential of the State is about 20,000 M.W, half of which can be exploited. Till now, only microhydel schemes have been taken up by the State and the major ones are being implemented by the North Eastern Council (NEC).

The main means of communication is by surface road only, though some of the important towns are also linked by air.

Despite substantial increase in resource allocations for the State, availability of basic amenities such as health care facilities, medical assistance, drinking water, road and transport facilities and electricity, is far from satisfactory, and it varies within the State, from district to district.

The per-capita income from 1982-83 to 1985-86 in the State is higher than the all-India average as shown in Table 2.5.

Table 2.5
Per Capita Income

<i>Year</i>	<i>Arunachal Pradesh</i>		<i>All-India</i>	
	<i>At Constant Prices (1970-71)</i>	<i>At Current Prices</i>	<i>At Constant Prices (1970-71)</i>	<i>At Current Prices</i>
1982-83	716	1846	722	1887
1983-84	746	2036	764	2186
1984-85	821	2301	775	2355
1985-86	921	2834	798	2596

Source: 20 Year Perspective Plan for Education in Arunachal Pradesh, 1990. Educational Consultants India Limited.

Educational System

Literacy

According to the census of 1991, in Arunachal Pradesh out of every 100 persons, only 33 are literate which is lower than all-India literacy rate of 44 persons per 100. A comparative picture of literacy rates in the State from 1961 to 1991 is given in Table 2.6.

Table 2.6
Literacy Rates: 1961 to 1991

Year	Age Groups	Persons	Males	Females
1961	5 years & above	7.13	12.24	1.42
1971	5 years & above	11.29	17.82	3.71
1981	7 years & above;	25.54	35.11	14.01
1991	7 years & above	41.22	51.10	29.37

Source: Census of India, 1991, Arunachal Pradesh.

During the decade 1981-91, there was an increase of 15.70 in the literacy rate; in terms of percentage it is 7.49. In 1991, percentage of districts with literacy rate 30 to 60 was 90.91 as against 53.33 per cent in 1981.

Distribution of literate population in various districts of Arunachal Pradesh is shown in Table 2.7.

Structure

Arunachal Pradesh adopted the 10+2+3 system of education in 1974, which comprises ten years of secondary education, two years of higher secondary education and three years of under-graduate education leading to Bachelor's degree in Arts(B.A), Science (B.Sc) or Commerce (B.Com). After attaining the first degree by the age of 20 years, a graduate may pursue post-graduate courses in Arts, Science or Commerce, for two years, or may join one year's teachers' training course to obtain a B.Ed degree. The educational structure is shown in Figure 2.3.

After Class XII Board examinations students are eligible to sit for

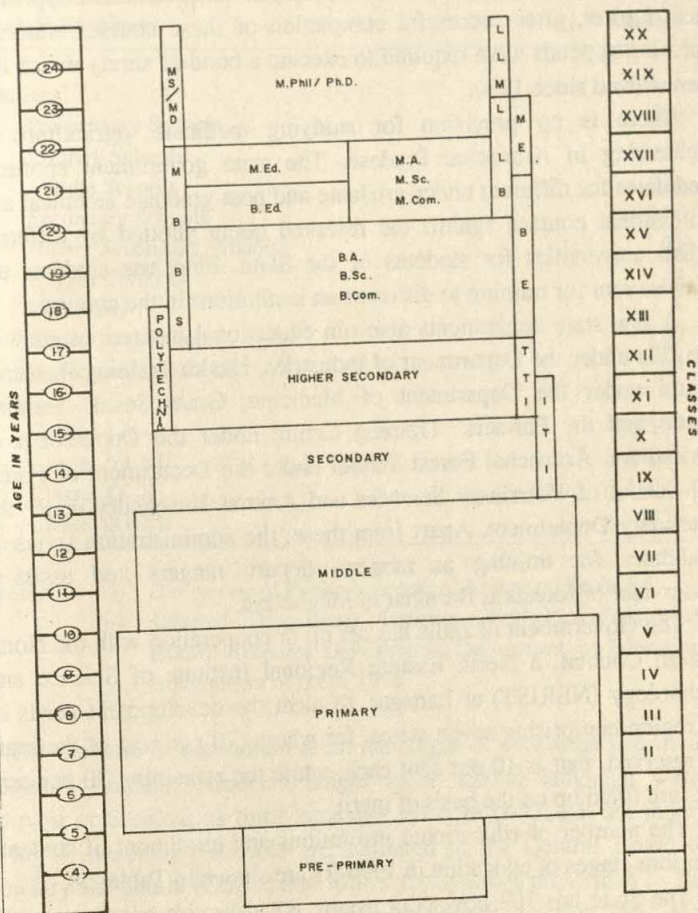
Table 2.7
District-wise Literate Population

State/District	Total Population 1991			Literate population 1991*		
	Persons	Males	Females	Persons	Males	Females
Arunachal Pradesh	858392	461242	397150	282147	190691	91456
1. Tawang	27574	15292	12282	6860	5017	1843
2. West Kameng	56402	30942	25460	20348	13646	6702
3. East Kameng	50238	25553	24685	10260	7573	2687
4. Lower Subansiri	154591	81425	73166	50614	33015	17599
5. Upper Subansiri	49163	26128	23035	14599	9743	4856
6. West Siang	89778	47954	41824	32292	20951	11341
7. East Siang	99985	53730	46255	35782	23576	12206
8. Dibang Valley	42928	23962	18966	16218	11301	4917
9. Lohit	109632	61022	48610	43358	29453	13905
10. Changlang	92891	49569	43322	31045	21216	9829
11. Tirap	85210	45665	39545	20771	15200	5571

* Literates exclude children in the age group 0-6 who are treated as illiterates.

Source: Census of India, 1991, Arunachal Pradesh.

ARUNACHAL PRADESH EDUCATIONAL STRUCTURE



NIEPA/TNS/B BHUSHAN

Fig. 2.3

the Joint Entrance Examination for admission to professional courses in Engineering/Medicine/Veterinary Sciences/B.Sc (Agriculture)/Fishery etc., and after Class X Board Examination, for admission to diploma courses. Of the total seats allotted for various courses, 80 per cent are for Arunachali students who receive stipends at government approved rates. Earlier, after successful completion of these courses, students receiving stipends were required to execute a bond of surety which has been waived since 1990.

There is no provision for studying medicine, agriculture or engineering in Arunachal Pradesh. The state government sponsors candidates for different under-graduate and post-graduate technical and professional courses against the reserved quota allotted by different Indian universities for students of the State. Fine arts students are likewise sent for training to different art institutions in the country.

A few state departments also run educational institutions such as two ITIs under the Department of Industries, Health Training Research Centre under the Department of Medicine, Gram Sevak Training Centre and the Farmers' Training Centre under the Department of Agriculture, Arunachal Forest School under the Department of Forest and School of Veterinary Sciences and Animal Husbandry under the Veterinary Department. Apart from these, the administration sponsors candidates for training as rangers, deputy rangers and assistant conservator of forests at Barnihat in Meghalaya.

The Government of India has set up in cooperation with the North Eastern Council, a North Eastern Regional Institute of Science and Technology (NERIST) at Itanagar, to meet the development needs of the region comprising seven states, for whom, 70 per cent of the seats are reserved, that is 10 per cent each, while the remaining 30 per cent seats are filled up on the basis of merit.

The number of educational institutions and enrolment of students at various stages of education in 1990-91 are shown in Table 2.8.

The State has 108 boy-scout troops, 87 girl-guide contingents, 90 bulbul flocks, 94 cub packs, 1 each rover's crew and ranger team. Students participate in NCC activities through Senior Division and Junior Division army and air wings for boys and girls. There is a sports school and also as many as 1487 adult education centres with an enrolment of 34651, of which 48 per cent are women.

Table 2.8
Institutions and Student Enrolment at Various Stages of Education
1990-91

<i>Institution/Enrolment</i>	<i>Number</i>
Institutions	
Pre-primary Schools	249
Primary Schools	1122
Middle Schools	254
Secondary Schools	68
Higher Secondary Schools	45
Degree Colleges	4
University	1
Community Schools	100
Navodaya Vidyalayas	5
Enrolment	
Classes I-V	112197
Classes VI-VII	26089
Classes IX-X	10771
Classes XI-XII	4925

- Sources:**
- i) Directorate of Public Instruction, Arunachal Pradesh
 - ii) Selected Educational Statistics, 1990-91, Ministry of Human Resource Development, Department of Education, Government of India, 1992.

The medium of instruction at all the stages of education and in all schools is English. Hindi is taught as a second language while Assamese or Sanskrit as third language since 1972-73. All secondary and higher secondary schools are affiliated to the Central Board of Secondary Education (CBSE) and follow the syllabus prescribed by the NCERT and CBSE. Part-time correspondence courses are also available. Almost all schools of the State are co-educational. Students are provided with scholarships and stipends for higher studies at various institutions outside the State. Selected girl students are sent to 'Banasthali Vidyapith' in Rajasthan and other institutions in the country.

The government plays a major role in the field of education while non-government organisations' participation is negligible, except for the few institutions run by religious organisations like Rama Krishna Mission, Dony Polo Mission and Bom Kakir Mission.

District-wise enrolment ratio in the age-groups 6 to 11 and 11 to 14 years in 1986 is given in Table 2.9

Compared to the age-specific enrolment ratio, the gross enrolment ratio (GER) at the primary level, age-group 6 to below 11 years, is 90.28. At the middle stage, age group 11 to 14 years, the GER is 31.66. For girls the GER at the primary, and middle stages are 72.25 and 24.04 respectively.²

As compared to other states, Arunachal Pradesh, has a high rate of dropout at primary school level as shown in Table 2.10. Though the dropout rate in the State is dismal and comparatively higher than the national average, it has gradually decreased from 82 per cent in 1975-76 to 78 per cent in 1977-78, whereafter it has remained constant.

Table 2.10
Drop-out Rates at Primary School

<i>Year</i>	<i>Arunachal Pradesh</i>	<i>All-India</i>
1971-72 to 75-76	82	66
1972-73 to 76-77	80	65
1973-74 to 77-78	78	64
1974-75 to 78-79	78	63
1975-79 to 79-80	78	63

Source: A Handbook of Educational Statistics, 1987, Ministry of Human Resource Development. Government of India.

A glimpse of teacher-pupil ratio at different stages and for different districts of the State is given in Table 2.11. It is 1:31 at primary school level, 1:20 at middle and 1:21 at high and higher secondary stages.

Table 2.12 shows that compared to the national averages at all stages of school education, the number of pupils per teacher is lower at the state level. This may be attributed to its sparse population.

Table 2.9
Age Specific Enrolment Ratio in Age Groups 6-11 and 11 to 14 : 1986

S.No.	District	Age group 6-11			Age group 11-14		
		Boys	Girls	Total	Boys	Girls	Total
	Arunachal Pradesh	72.98	53.52	63.46	59.73	37.02	48.62
1.	Tawang	40.40	26.32	33.15	24.23	17.63	20.95
2.	West Kameng	55.16	45.84	50.80	35.16	32.07	33.75
3.	East Kameng	61.92	27.00	44.58	44.82	10.15	27.77
4.	Lower Subansiri	64.09	48.00	56.01	58.29	32.23	45.22
5.	Upper Subansiri	73.58	53.40	63.85	63.25	34.31	49.29
6.	West Siang	67.11	56.65	62.01	69.81	52.92	61.45
7.	Dibang Valley	99.73	75.22	88.50	90.46	50.76	71.68
8.	Lohit	91.00	64.40	78.07	64.92	49.65	57.74
9.	East Siang	89.01	88.14	88.57	74.43	56.53	65.53
10 &	Tirap and						
11.	Changlang	74.15	42.06	59.06	52.71	26.66	40.12

Source: State Summary Report of Fifth All India Educational Survey, Directorate of Public Instruction, Arunachal Pradesh 1986.

Table 2. 11
Teacher-Pupil Ratio by Districts: 1989-90

S. No.	State/District	Teacher-Pupil Ratio		
		Primary Classes	Middle Classes	Sec. & Hr.Sec. Classes
	Arunachal Pradesh	1:31	1:20	1:12
1.	Tawang	1:24	1:10	1:7
2.	West Kameng	1:31	1:21	1:8
3.	East Kameng	1:27	1:14	1:12
4.	Lower Subansiri	1:29	1:20	1:13
5.	Upper Subansiri	1:39	1:18	1:16
6.	West Siang	1:30	1:14	1:10
7.	East Siang	1:29	1:26	1:13
8.	Dibang Valley	1:29	1:14	1:8
9.	Lohit	1:34	1:21	1:11
10.	Tirap	1:32	1:13	1:7
11.	Changlang	1:42	1:23	1:10

Source: Directorate of Public Instruction, Arunachal Pradesh, Naharlagun, 1989.

Table 2.12
Average Number of Pupils Per Teacher by Institutions: 1975-76 to 1990-91

Institution	Average No. of Pupils per Teacher			
	1975-76	1980-81	1985-86	1990-91
Higher Secondary	19 (25)	22 (26)	23 (29)	21 (32)
Secondary	*	21 (28)	22 (29)	24 (31)
Middle	22 (30)	19 (33)	22 (35)	21 (37)
Primary	30 (38)	28 (38)	32 (42)	29 (42)

*Included in Higher Secondary.

Note: Figures in parenthesis denote teacher-pupil ratio at the national level.

- Sources:
- i) Education in India, Volume 1, 1975-76, Ministry of Human Resource Development, Department of Education, Government of India.
 - ii) Education in India, Volume 1, 1980-81, Ministry of Human Resource Development, Department of Education, Government of India.
 - iii) Education in India, Volume 1, 1985-86, Ministry of Human Resource Development, Department of Education, Government of India.
 - iv) Selected Educational Statistics, 1990-91, Ministry of Human Resource Development, Department of Education, Government of India 1992.

Growth of Education

In 1947, Arunachal Pradesh had only two primary schools. Though the growth of educational facilities continued to be slow till 1960, a noteworthy achievement was made thereafter as is shown in Table 2.13 which reveals a substantial rise in the number of institutions with annual growth rate of 4.35 during the period 1975-76 to 1990-91.

Table 2.13
Number of Institutions: 1975-76 to 1990-91

Institutions	Number			
	1975-76	1980-81	1985-86	1990-91
Higher Secondary	22	14	24	45
Secondary	*	30	44	68
Middle	88	117	43	254
Primary	622	845	949	1122
All Schools	732	1006	1060	1489

*Included in Higher Secondary.

- Sources:
- i) Education in India, Volume 1, 1975-76, Ministry of Human Resource Development, Department of Education, Government of India.

- ii) Education in India, Volume 1, 1980-81, Ministry of Human Resource Development, Department of Education, Government of India.
- iii) Education in India, Volume 1, 1985-86, Ministry of Human Resource Development, Department of Education, Government of India.
- iv) Selected Educational Statistics, 1990-91, Ministry of Human Resource Development, Department of Education, Government of India 1992.

Table 2.14 shows the enrolment of students at various stages during 1975-76 to 1991 and reveals that compared to the total student enrolment, percentage of enrolment of girls from 1975-76 to 1990-91 was low at all stages of education and it remained the lowest particularly at the secondary/higher secondary levels in 1990-91. The growth rate of enrolment at all stages in case of boys as well as girls was the highest during 1975-81. However, over the years the annual growth rate remained the least for both boys and girls in classes I-V and the highest in classes IX to XI/XII. In order to achieve the goal of universalisation of elementary education, serious efforts are needed to increase student enrolment.

The gross enrolment ratios in classes I-V, VI-VIII and IX-X are shown in Table 2.15 and it is evident that at all stages of education, the GER for boys and girls collectively and also for girls only, show an increasing trend during the period 1975-76 to 1990-91, though till 1985-86, the recorded GERs were much below the national figures. In 1990-91 too, at the upper primary stage, the GERs for boys and girls taken together and for girls only, were much below those at the all-India level; but at the primary level, the GERs for both boys and girls and for girls only were above the all-India figures, being 104.86 as against 101.03 in case of total and 88.14 as against 85.9 for girls.

Table 2.16 which shows detailed statistics on teachers during the mid-seventies to early nineties, reveals that during the last fifteen years, there has been a substantial rise, with growth rate of 6.2 approximately in the number of teachers.

Table 2.14
Enrolment of Students by Stages: 1975-76—1990-91

Stage	Enrolment				Annual Growth Rate		
	1975-76	1980-81	1985-86	1990-91	1975-81	1981-86	1986-91
Classes I-V							
Total	36344	59904	85132	112197	10.51	7.28	5.67
Girls	10342 (30)	20129 (34)	33742 (40)	47154 (42)	14.24	10.88	6.92
Classes VI-VIII							
Total	3121	8887	16241	26089	23.27	12.81	9.94
Girls	732 (23.4)	2645 (30)	5961 (37)	10133 (39)	29.29	17.64	11.19
Classes IX-XI/XII							
Total	1112	4001	8834	15696	29.18	17.16	12.18
Girls	182 (16.4)	921 (23)	2561 (30)	5008 (32)	38.30	22.69	14.35

Figures in parentheses denote percentage of girls in total enrolment

- Sources:**
- i) Education in India, 1975-76, Volume 1, Ministry of Human Resource Development, Department of Education, Government of India.
 - ii) Education in India, 1980-81, Volume 1, Ministry of Human Resource Development, Department of Education, Government of India.
 - iii) Education in India, 1985-86, Volume 1, Ministry of Human Resource Development, Department of Education, Government of India.
 - iv) Selected Educational Statistics, 1990-91, Ministry of Human Resource Development, Department of Education, Government of India, 1992.

Table 2.15
Gross Enrolment Ratio by Stages: 1975-76-1990-91

Stage	Gross Enrolment Ratio					
	1975-76		1980-81		1985-86	
	Total	Girls	Total	Girls	Total	Girls
Class I-V (6-11 yrs age group)	54.3 (83.8)	34.1 (66.1)	73.2 (80.5)	50.7 (64.1)	90.28 (95.62)	72.25 (79.24)
Classes VI-VIII (11-14 yrs age group)	8.5 (36.7)	4.2 (23.9)	21.5 —	13.4 (28.6)	31.66 (48.96)	24.04 (35.34)
Classes IX/XI/XII (14-18 yrs age group)	3.3 (18.3)	1.1 (10.5)	8.3 (17.3)	4.1 (11.1)	15.23 (24.39)	9.25 (15.45)
					NA	NA
					—	—

Figures in parenthesis denote GER at national level

Sources: i) Education in India, Volume 1, 1975-76, Ministry of Human Resource Development, Department of Education, Government of India.
 ii) Education in India, Volume 1, 1980-81, Ministry of Human Resource Development, Department of Education, Government of India.
 iii) Education in India, Volume 1, 1985-86, Ministry of Human Resource Development, Department of Education, Government of India.
 iv) Selected Educational Statistics, 1990-91, Ministry of Human Resource Development, Department of Education, Government of India 1992.

Table 2.16
Teachers, Trained Teachers and Women Teachers in Institutions by
Stages: 1975-76 to 1990-91

	<i>Institution</i>	<i>Year</i>			
		1975-76	1980-81	1985-86	1990-91
I	No. of Teachers				
	Hr. Secondary	310	316	587	1223
	Secondary	*	431	724	950
	Middle	424	809	1024	1671
	Primary	861	1438	1781	2366
II	Percentage of Trained Teachers to Total				
	Hr. Secondary	60%	60%	51.6 %	53%
	Secondary	*	54%	48.5%	41%
	Middle	52%	45%	41.4%	36%
	Primary	61%	45%	47.3%	35%
III	Percentage of Women Teachers to Total				
	Hr. Secondary	11.3%	13%	14.0%	15%
	Secondary	*	13%	21.2%	21%
	Middle	10.4%	13%	14.8%	19%
	Primary	7.5%	12%	17.4%	20%

*Included in Higher Secondary.

- Sources:**
- i) Education in India, 1975-76, Volume 1, Ministry of Human Resource Development, Department of Education, Government of India.
 - ii) Education in India, 1980-81, Volume 1, Ministry of Human Resource Development, Department of Education, Government of India.
 - iii) Education in India, 1985-86, Volume 1, Ministry of Human Resource Development, Department of Education, Government of India.
 - iv) Selected Educational Statistics, 1990-91, Ministry of Human Resource Development, Department of Education, Government of India. 1992.

As shown in Table 2.16 though from 1975-76 to 1991-92, the percentage of women teachers rose gradually, it is still conspicuously low at all stages of education, being around 20 per cent in 1990-91. At all stages of school education, the percentage of trained teachers has however, been lower than the national figures and during the period 1975-76 to 1990-91, the percentages fell from 52 to 36 in the case of middle schools and from 61 to 35 in case of primary schools. In case of secondary and higher secondary schools, these percentages fell from 60 to 53 per cent and from 54 to 41 per cent during 1980-81 to 1990-91. For improvement of quality of education at school level, it is imperative to have trained teachers and in order to increase enrolment of girls, the percentage of women teachers also has to be raised.

In Arunachal Pradesh, majority of the population lives in rural areas. Though the State has tried to provide educational facilities for its people over the years, a lot is still to be done to be at par with the all-India average.

In Table 2.17, it is revealed that the percentages of population in the State with provision of schooling facilities at different levels, have been considerably lower than those of the country as a whole since 1973-74. However, during the period 1973-74 to 1986-87, there was a marked increase in the percentages at the state level, despite the fact that in 1986-87, 82 per cent of its habitations had population of less than 300.

Table 2.17
Provision of Schooling Facilities to Rural Population: 1973-74 and 1986-87

<i>Level of schooling facilities</i>	<i>Percentage of population covered in 1973-74</i>		<i>Percentage of population covered in 1986-87</i>	
	<i>Arunachal Pradesh</i>	<i>All India</i>	<i>Arunachal Pradesh</i>	<i>All India</i>
Primary Level (Within 1 Km)	48	90	74	95
Middle level (Within 3 Kms)	11	72	42	85
Secondary Level (Within 6 Kms)	7	66	27	NA
Higher Secondary Level (within 8 Kms)	7	34	15	NA

NA: Not available

Sources: i) Third All India Educational Survey, NCERT. 1973.
 ii) Fifth All India Educational Survey, NCERT. 1986.

District-wise comparison of provision and utilisation of primary schooling facilities in Arunachal Pradesh during 1986-87, is shown in Figure 2.4.

Selected Indicators of Educational Development

Certain important indicators of the educational development of the State in comparison to all India are given in Appendix II. These indicators are self-evident and pertain to the availability of schooling facilities, number of institutions, enrolment, number of teachers, budgeted expenditure on education, etc. Generally these indicators indicate the position at three points of time, that is, 1973, 1978 and 1986.

References

1. Report of 'Working Group' on Perspective Plan for Manpower Development upto 2000 AD in North Eastern Region, 1989.
2. Education in India, 1985-86, Ministry of Human Resource Development, Government of India.

ARUNACHAL PRADESH
DISTRICT-WISE COMPARISON OF PROVISION AND
UTILISATION OF PRIMARY SCHOOLING FACILITIES
1986-87

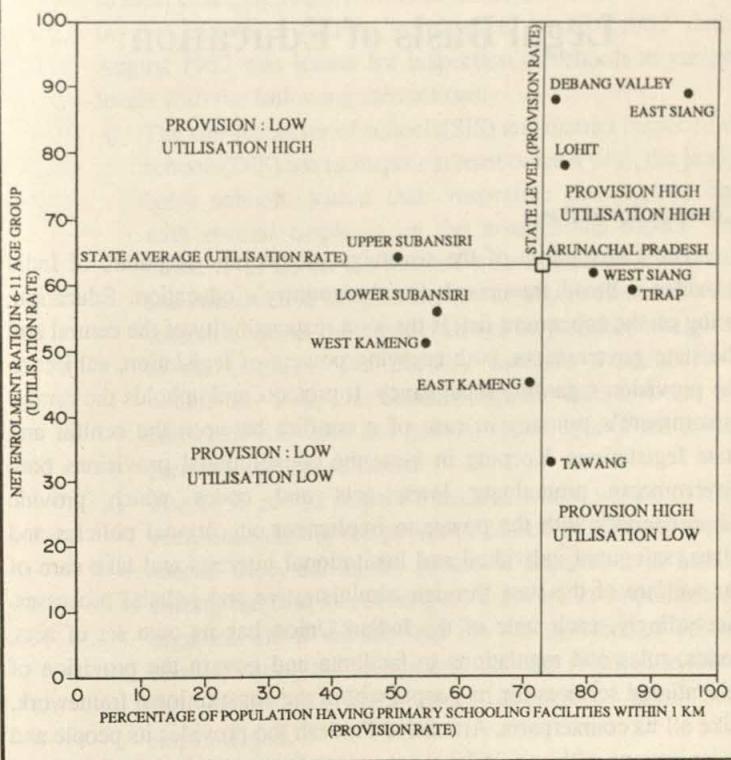


Fig. 2.4

NIEPA/P.N. Tyagi/17393

Chapter 3

Legal Basis of Education

Constitutional Basis

The Constitution of the sovereign, democratic Republic of India provides a broad framework for the country's education. Education, being on the concurrent list, is the joint responsibility of the central and the state governments, both enjoying powers of legislation, subject to the provision regarding repugnancy. It protects and upholds the central government's primacy in case of a conflict between the central and state legislations. Keeping in view the constitutional provisions both governments promulgate laws, acts and codes which provide administrators with the power to implement educational policies and plans, safeguard individual and institutional interests and take care of the welfare of the state through administrative and judicial processes. Accordingly, each state of the Indian Union has its own set of acts, codes, rules and regulations to facilitate and govern the provision of educational services for its people within the constitutional framework. Like all its counterparts, Arunachal Pradesh too provides its people and organisations with certain legal provisions.

Major Notifications

Although the past political and administrative changes in the State had substantial legal foundations, no exclusive act was ever passed with regard to education. Certain notifications were issued from time to

time to meet the growing needs of an expanding Department of Education and its increasing staff. Some of the notifications and grant-in-aid rules in force in the State, are discussed here.

1. Under article 309 of the Constitution of India, notifications were issued to recruit Class I, II, III non -gazetted personnel in the Education Department. These include notifications No. SEDN/40/72 dated December 1974 and No.SEDN.12/72 dated December 1975 which have been modified from time to time to meet changing requirements of the department.
2. In the erstwhile NEFA, notification No.CDL.9/67 dated August 1967 was issued for inspection of schools at various levels with the following instructions:
 - i) The sub-inspector of schools(SIS) and district inspector of schools(DIS) are to inspect at least twice a year, the junior basic schools within their respective jurisdictions and with special emphasis on the instructional aspect. The thrust is to be on the subject-wise inspection of classes and constructive suggestions on the improvement of weak students. Model lessons are also to be prepared and given to the teachers. The physical facilities available in a school are to be inspected alongwith routine work, co-curricular activities and general cleanliness of the school premises and the students.
 - ii) The DISs are to inspect a middle school atleast twice a year, once during the period of March to July and then a second time, during the period of September to March. During the first inspection, the DISs are to emphasise the organisation of schools and the management of various classes; during the second one, they are required to assess the extent to which the suggestions have been implemented.
 - iii) The Director of Education is to inspect the secondary and higher secondary schools, atleast twice a year. He can, however, delegate the responsibility of inspection of secondary schools to his assistant director, but he has to inspect the higher secondary schools himself. The

secondary as well as higher secondary schools are to be inspected in accordance with the schedule of the Assam Board of Secondary Education. The inspectors are to emphasise the teaching of Science and Mathematics, and also check the all-round development of the students with particular reference to the inculcation of democratic ideals, sense of dignity of labour and worthy use of leisure. The inspectors are also to scrutinise the school building, physical facilities available there, school administration and management of staff.

3. Notification No.PD(A)ID/69 dated July 1970 deals with the delegation of financial powers under contingencies and miscellaneous categories and powers to write off losses.

These notifications were subject to change and modifications in accordance with the demands and requirements of the department.

Grant-in-Aid Rules

The "Rules Regulating the Sanction of Grant-in-Aid by the Arunachal Pradesh Administration" were issued by the lieutenant governor of the State vide order No.ED(G)3/35/84 dated January 1986 and are applicable to schools run by voluntary organisations as well as government institutions.

According to these rules, (a) a voluntary organisation is a non-government organisation constituted, administered and maintained by collective private enterprise with the purpose of advancement of social or economic welfare or cultural activities of a particular section of the region's people, and (b) grants in-aid may either be recurring or non-recurring, and general or specific in nature.

An assessment by the state government, of the authenticity of the voluntary organisation requesting for grant before sanctioning and approving it, is necessary. The organisation has to satisfy certain pre-stated conditions, before it can be considered for sanction of grants. These are as follows:

- it must be an organisation with sound financial footing and definite objective,
- it must have a constitution, a memorandum of association or

some rules stating in positive terms, the aims and objects, the methods of executing work and the rules of administration of funds;

- it must have a governing body or a managing committee or any other executive body to look after the management of its affairs;
- it must have a secretary or a principal executive who should be held responsible for proper management and control of its affairs; and
- it must have definite rules for administration of funds and maintenance of accounts

In case an institution seeks new grants, it is required to submit the following documents along with an application: (a) the constitution of the organisation, etc. (b) its financial position, (c) a scheme explaining the purpose for which money is needed, and bona fide nature of the grant-seeking organisation.

If the organisation seeks the renewal of grant-in-aid, it is obliged to submit: (a) statement of expenditure of the preceding financial year; (b) utilisation certificate showing the utilisation of grants of the previous year; (c) reasons justifying the renewal of grants; and (d) other information required by the authority in forms prescribed by them.

The organisation is not permitted, without prior permission, to dispose off or utilise in any other way the assets obtained wholly or partly from the grant money. It has to maintain a record of permanent and semi-permanent assets acquired wholly or partly from the grant money and has to submit it to the authority every year on a date specified by the latter. The organisation has also to submit a statement of its accounts and incurred expenses duly audited by a recognised body of auditors appointed by the authority. The grant money is to be spent only for the intended purpose and within a specified time. Any part of the unused grant has to be returned to the sanctioning authority. In case the recipient organisation fails to abide by the terms and conditions of the grant, it has to return the entire amount with interest.

The amount of grant-in-aid and monetary ceiling is decided by the education secretary in consultation with the finance secretary before sanctioning the grant and also after checking whether the latter meets

the conditions stipulated by the authority or not. If the non-recurring grant-in-aid exceeds Rs. 10,000 or recurring grant exceeds Rs. 25,000 per annum, then, before sanctioning the grant, approval of the lieutenant governor (at present, governor) of Arunachal Pradesh is necessary.

The organisation has to allow the state administration's auditors, under the supervision of an under secretary or finance officer, to scrutinise its audit. The administration makes budget provisions under appropriate heads every year, for amounts found to be reasonable and justifiable for particular purposes.

Arunachal Pradesh is one of India's backward states. After its emergence as an independent state, it has made steady progress. A sound legal basis of education will surely help in achieving quicker and better result. Therefore it has to substantiate its legal bases vis-a-vis educational administration. Simultaneously, with a sound legal foundation of education, proper planning of educational schemes and programmes is indeed indispensable for progress and development.

Chapter 4

Educational Policy and Programmes

National Policy on Education

Since Arunachal Pradesh did not have its own policy statement on education, it adopted the goals and objectives of education stipulated in the National Policies of Education of 1968 and 1986.

Keeping in view the recommendations of the National Policy on Education (as revised in 1992) the major aims and objectives of education in the State are:

- To remove backwardness and imbalances of the area;
- To raise the socio-economic level of the people;
- To promote national integration;
- To eradicate illiteracy;
- To universalise elementary education; and
- To acquaint the people with modern science, technology, medicine and engineering.

Since the region of the Arunachal Pradesh was earlier a part of Assam and was inhabited by numerous tribes with their own dialects, it had Assamese as the medium of instruction in the past; but with the adoption of the curriculum of Central Board of Secondary Education, English became the medium of instruction with Hindi as second language and Sanskrit/Assamese as third language to cater to the needs of the Three Language Formula.

Priority Areas

In accordance with the National Policy on Education (1986) and

the overall needs of educational development in the State, its priority areas and programmes are:

- Universalisation of elementary education;
- Eradication of illiteracy; and
- Promotion of education of girls.

Since recommendations of the National Policy on Education (1986) have had an impact on the State's education system, some of its major recommendations being implemented are:

- Introduction of the new curriculum;
- Upgradation of the Teachers' Training Institute at Changlang to the District Institute of Education and Training (DIET);
- Implementation of the 'Operation Blackboard' scheme;
- Adoption of measures to reform the examination system;
- Vocationalisation of education at the +2 stage;
- Introduction of pre-vocational courses at the secondary stage;
- Orientation programme for teaching and supervisory staff with regard to the introduction of the new curriculum;
- Introduction of work experience; and
- Improvement of the teaching of Science and Mathematics.

Commissions and Committees

To monitor the implementation of these programmes, to take stock of the educational progress and achievements and to chalk out future programmes, various committees and commissions comprising important officers and educationists were constituted by the state government in the recent past. These commissions and committees are as follow:

1. For identification of dialects in the different districts with the intention of teaching them in schools, a committee was constituted under the leadership of the JDPI (Academics) in 1988. It identified about 20 dialects and suggested establishment of a separate wing for dialects in the Directorate of Education under the charge of joint director of public instruction.
2. To consider and facilitate the establishment of a 'State Institute of English' and to suggest a suitable location for it, an ad-hoc committee was constituted in 1988 under the chairmanship of the director of public instruction. It comprised high level officers from the State as well as from other states. English being the medium of

instruction in the State, it approved the proposal of establishing a State Institute of English and made the following suggestions:

- (i) starting a one year correspondence-cum-contact course in "Teaching English for Academic Purposes" for teachers of all levels and subjects leading to the award of a certificate;
- (ii) constituting the proposed course with components like:
 - (a) Core English Grammar,
 - (b) Spoken English,
 - (c) English for Social Sciences, and
 - (d) English for Natural Sciences;
- (iii) initiating a two semester residential diploma course in teaching English to prepare teachers specialising in the teaching of the language and for teaching at the State Institute of English; and
- (iv) providing adequate infrastructural facilities.

In 1990, the Educational Consultants India Limited constituted a committee under the chairmanship of Prof. M.M. Kapoor of the National Institute of Educational Planning and Administration (NIEPA) for developing a '20 Year Perspective Plan for Education in Arunachal Pradesh'. The committee comprised experts from different educational sectors, and included among others, Shri Y.D. Sharma of the University Grants Commission (UGC), Dr. J.C. Goyal and Dr. N.K. Ambusht - both from the National Council of Educational Research and Training (NCERT).

A 'Task Force' for educational administration in the State was constituted in 1992 under the chairmanship of Prof. Y.N. Chaturvedi, Additional Secretary, Ministry of Human Resource Development. The members comprised among others, Prof. J.S. Rajput, Joint Educational Adviser, Ministry of Human Resource Development, Department of Education, Prof. A.K. Sharma, Joint Director, National Council of Educational Research and Training (NCERT), Prof. M.M. Kapoor, Senior Fellow, National Institute of Educational Planning and Administration (NIEPA), State Commissioner of Finance, State Secretary, (Appointment), State Secretary (Education) and the Member Secretary, Shri G.C. Yadava, Director of Public Instruction, Arunachal Pradesh.

The suggestions and recommendations of these committees are yet to be implemented.

Improvement Programmes

The various policies and programmes of the state government and recommendations of the National Policy on Education (1986) regarding education at different stages are as follows:

Elementary Education

Article 45 of the Indian Constitution enjoins on the State to provide free, compulsory and universal education to all children upto the age of 14 years, with special provision for backward and deprived groups. Even after decades of the enactment, the problem of universalisation of primary education remains a significant issue for consideration and action, as the target could not be achieved due to lack of infrastructural facilities. The National Policy on Education (1986) accorded top priority to this programme. The state government also gives it priority and provides primary education to children of age group 6-11 years through primary schools and inter-village schools. To prepare the base for primary education, there are also pre-primary education centres. These three categories of institutions cater to the diverse educational needs of primary school children in the State.

In 1989, the total number of students at the primary stage was 107133 and at the middle stage it was 24,608. The percentage of girl students was much lower than that of boys at both the stages, it being 41 at the primary stage and 39 at the middle stage.¹

The physical targets achieved in terms of opening and upgrading of elementary schools during the Seventh Five Year Plan (1985-90) and the two annual plans of 1990-91 and 1991-92 are shown in Table 4.1

Table 4.1
Achievement of Physical Targets

Scheme	Achievement of Physical Targets		
	7th Plan (1985-90)	Annual Plan (1990-91)	Annual Plan (1991-92)
Establishment of primary schools	260	40	45
Upgradation of primary schools to middle schools	125	20	23

Source: Directorate of Public Instruction, Arunachal Pradesh.

During 1991-92, the State targeted to achieve an enrolment of 11,8000 students in classes I-V and 29,000 students in classes VI-VIII.

For children at elementary schools, the state government has schemes like:

- Free school uniform, text books and stationery;
- Mid-day meal under nutrition programme;
- Learning through useful activities; and
- Improving the quality of education and maintaining sufficient essential facilities like posting at least 2 teachers in each primary school, constructing 2 class-rooms against RLEGP fund, providing games and sports materials and play grounds, organising school games, teachers' training and constituting village education committees.

As noted earlier, although villages located in easily accessible areas and the large and medium villages were covered by primary education during the early phase of educational programmes, the small villages with population below 100 were not so fortunate. The number of such villages in Arunachal Pradesh which do not have any educational institution is 1630.

There are many problems at the primary level of education. Participation of girls is low and many schools do not have any 'kuchcha or pucca' building facilities. The small villages are scattered. Their problems are multiplied due to the rugged topography, dearth of educated villagers and their lack of interest in the education of their children. In the absence of essential facilities, the teachers also hesitate to go to small villages. The number of voluntary organisations to run schools in such villages is also small.

Despite problems confronting the scheme of UEE, universalisation of primary education is receiving special attention of the government during the Eighth Five Year Plan in which the proposed target of enrolment of children at primary stage is considerably high. The magnitude of the task is obvious from Table 4.2.

Objectives of the Eighth Plan

The Eighth Five Year Plan proposes to bring about quantitative and qualitative improvement of elementary education. Its basic objectives are:

- Provision of free education to all children upto the age of 14 years.

Table 4.2
Estimated Child Population (1990-95)

<i>Age-group (in years)</i>	<i>1990-91</i>	<i>1991-92</i>	<i>1992-93</i>	<i>1993-94</i>	<i>1994-95</i>
6-11	106000	108000	110500	112500	115600
11-14	56400	58500	60500	62000	64000
14-16	35000	36500	37500	38500	39800
16-18	33000	34200	35500	36500	37500

Source: Directorate of Education, Arunachal Pradesh.

- Universalisation of elementary education at lower primary stage upto the age of 11 years.
- In order to achieve the target of universalisation of elementary education at lower primary level, student enrolment is proposed to be increased from 1,18,000 to 1,45,000. This will be 120 per cent (gross) of the total child population in the age group 6-11 years by 1996-97. To achieve this, certain schemes would be undertaken, such as (a) opening more primary schools in the State, (b) opening community schools at places with population below 200, (c) enrolling additional children in the existing schools, and (d) opening non-formal centres.
- More students would be enrolled in middle schools to increase their gross coverage by about 75 per cent and to meet additional enrolment requirement, a number of primary schools would be upgraded so that the ratio between primary and middle schools becomes 3:1, which is the minimum for U.E.E.
- The existing schools would be strengthened by providing additional teachers to meet the proposed teacher-pupil ratio of 1:30 in primary schools and 1:20 in middle schools. Additional furniture and equipments are also proposed to be provided in the schools.
- Free supply of textbooks, uniforms, stationery and clothing to tribal students would be continued. Stipend will be given to all rural area tribal students of classes I-V to reduce dropout and enhance retention of children for UEE.

Operation Blackboard

Qualitative improvement in elementary education through the "Operation Blackboard" scheme has been initiated in the State since 1987 and 50 per cent of its blocks have been covered.

Non-Formal Education

To fulfil the Constitutional directive of realising the goal of universalisation of elementary education, non-formal education as an alternative is of great significance, especially in a state like Arunachal Pradesh, where because of its peculiar topography, there are certain habitations in which the provision of facilities for formal education is rather difficult and also where a large number of children of school going age either do not enrol or are just dropouts of schools. In 1986, there were 32 non-formal education centres at the primary stage as shown in Table 4.3.

Table 4.3
Non-Formal Centres: 1986

<i>Area</i>	<i>No. of Centres</i>	<i>No. of Students</i>	<i>Girl Students (%)</i>
Rural	31	681	40
Urban	1	14	42
Total	32	695	82

Source: Fifth All India Educational Survey, 1986. NCERT

Under the Eighth Five Year Plan, 1992-97, the scheme of Non-Formal Education in Arunachal Pradesh would cover the sparsely populated habitations by community schools and all centres equipped with infrastructural facilities, like buildings and teachers, will be selected to function as non-formal education centres. One hundred new centres are proposed to be taken up during this period. The NCERT will assist in developing instructional materials and imparting training to key persons.

Secondary Education

In 1990-91, at the secondary stage, the percentage of girl students was 35, and at the higher secondary stage, it was only 26 per cent. The teacher-pupil ratio was 1:24 in secondary and 1:21 in higher secondary schools which were far below the national averages of teacher-pupil ratio of 1:32 and 1:31 respectively.

The quality of education at these two crucial levels needs considerable improvement, because for many students, these are just terminal stages of their education. Results of Classes X and XII CBSE examinations from 1988 to 1992 corroborate the urgent need for qualitative improvement as pass percentages at class X examination were only 36, 36 and 38 in 1990, 1991 and 1992 respectively, whereas Class XII examination results gradually deteriorated from 67 per cent in 1989 to 55 in 1992 or from 52 in 1990 to 41 in 1991.

A number of other sporadic programmes have been introduced by the State for improvement of the quality of education over the years. Some of these are as follows:

Vocationalisation of Education

In accordance with the National Policy on Education (1986), the State agrees to introduce vocational courses at the higher secondary stage. The programme is now in its experimental stage.

Work Experience

Pre-vocational courses like carpentry, agriculture, horticulture, carpet weaving, knitting, painting, mechanical drawing, stenography and typing have been introduced in some secondary schools as optional subjects. Factors like lack of competent teachers in these subjects, proper facilities in the schools and motivation of the students as well as teachers have, however, been responsible for its poor success.

Science Education

For improvement of Science and Mathematics, a scheme has been introduced in the State with financial assistance of the central government and with special reference to improving laboratory facilities in schools. With the exception of just 22, most of the schools offering Science do not have a laboratory. Science laboratories with proper equipments are being provided in such schools and the existing

ones are being improved by enriching them with necessary equipments. Although minimum norms of requirement for providing physical facilities in schools have to be adhered to, generally schools are opened and even upgraded at times, without adhering to the norms. Steps need to be taken to curb this practice.

Navodaya Vidyalayas

To provide educational opportunities to talented students from the rural areas, the Arunachal Pradesh government has already started five navodaya vidyalayas in five districts.

Merit Scholarships

A scheme of awarding sixty merit scholarships to meritorious students on the basis of their class VIII, X and XII examination results has been instituted as per the following details:

- Class VIII examination -30 scholarships;
- Class X examination - 20 scholarships;
- Class XII Science examination - 05 scholarships; and
- Class XII Humanities and Commerce examination-05 scholarships.

To give a fair chance to all the districts, the State proposes to permit each of them to send upto 20 students for such scholarships.

In order to revitalise secondary and higher secondary stages of education, a few suggestions made are as follows:

- Efforts may be made to increase the enrolment of girls at secondary and higher secondary stages;
- Examination of classes X and XII conducted by the CBSE, and of class VIII by the State, need to be improved by a continuous and comprehensive process of assessment;
- Teachers may be motivated for better performance by giving incentives like award of certificates/citations for meritorious and innovative work, residential and other facilities for working in difficult areas, etc;
- School complexes of selected secondary and higher secondary schools with better facilities may be set up; and
- Competent teachers, especially for teaching Science and Mathematics may be appointed.

During the Eighth Plan, the strategy for improvement of secondary

education is proposed to be one of consolidation rather than expansion. For the improvement of secondary and higher secondary education the proposals briefly are: (a) to provide schools with Science laboratories and gas plants; (b) to introduce Commerce stream in every higher secondary school at the district headquarters and also in the State capital; (c) to introduce vocational courses at least in one school in every district; (d) to vocationalise education at plus two stage. (e) to design new courses in vocational education, such as Horticulture, Textile Technology, Food Preservation and Processing, Entrepreneurship and Construction Technology; and (f) to encourage girls' participation in secondary and higher secondary education by giving incentives like hostels for girls which are proposed to be constructed.

Teacher Education

Important factors influencing the quality of education are the 'quality, competence and character of teachers'. In Arunachal Pradesh, teacher education happens to be a weak area.

In 1989, 60 per cent of teachers at secondary schools and about 50 per cent at the higher secondary schools were untrained. The State, therefore, has to make arrangements for training the untrained teachers besides training fresh teachers for the profession. This should be a concern demanding serious effort. The status of teachers at the elementary stage is also a cause for concern as more than 70 per cent of them were found to be untrained.

At present, elementary school teachers are given training at the Basic Shiksha Bhavan (BSB) at Changlang. It is, however, not able to meet fully the requirement of the State. For secondary and higher secondary teachers, Arunachal Pradesh University has started since 1988-89, the B.Ed. degree course for 25 students per session. Introduction of pre-service and in-service training courses by the state government in the District Institutes of Education and Training (DIETs) could be considered as a firm and positive step towards the training of elementary school teachers. For graduate and post-graduate teachers, only the B.Ed course at the University will not suffice. The State Council for Educational Research and Training (SCERT) may be set up with a provision for in-service courses for these teachers. Incentives may be given to motivate untrained teachers to undergo

training. It may be mandatory for every trained teacher to attend an 'in-service course' every five years, to keep him abreast of the latest in pedagogy via continuing education on a regular basis. Refresher courses for Science and Mathematics teachers at the district headquarters are also envisaged besides other various short-term and long-term training programmes in collaboration with the NCERT, CIEFL, Shillong, and North Eastern Council, Shillong, during the Eighth Plan period. The teachers would also be encouraged to avail of the facilities of B.Ed correspondence-cum-contact courses of the Regional College of Education at Bhubaneswar.

Technical and Professional Education

For the economic development of a state, technically trained manpower at different levels is indispensable. Arunachal Pradesh being backward with regard to industrial development could be termed as a 'no industry' state as far as large or heavy industries are concerned. The State has certain minor irrigation projects in hand and a few plans for future projects: As the region is rich in mineral resources, the State, in collaboration with the Geological Survey of India, is exploring these potentials. To meet the technical manpower requirements of the ongoing and future projects, there is an ITI at Roing in the Dibang Valley district and a second ITI has been set up at Daporijo since 1989-90. Records reveal that at both the ITIs, the full capacity of facilities available is not being utilised.

In 1986, through the North Eastern Council (NEC), the North Eastern Regional Institute of Science and Technology (NERIST) was established at Nirjuli near Itanagar. It provides for certificate, diploma and degree level courses, in three different modules, each of two years' duration. Admission to the first module is after Class X, to the second and third modules after the qualifying examinations of the first and the second modules respectively. Direct admission is also possible after higher secondary examination and concerned diploma.

The NERIST admits students from all the seven states of the region on the basis of reserved quotas and merit, through open competition. Arunachal Pradesh has about 26 seats out of a total of 200.

The State remained deficient in food production despite being rich in resources and rainfall distribution. Though it has the potentials of agriculture and horticulture, there are no training facilities in these two

areas. It provides training in Forestry at the Forest Institutes. There is also a Gram Sevak Centre and a Police Training Centre.

Adult Education

Like other states of the country, in Arunachal Pradesh too, adult education is one of the major thrust areas. During the Seventh Plan, against Education Department's target of enrolling 1,40,000 adult learners in various adult education centres, 1,54,545 adult learners were enrolled and the percentage of those who successfully completed the course was 74.

During 1990-91 against the target of 36,500, only 34,329 adult learners were enrolled, of which 45 per cent were women and about 47 per cent completed the course successfully, of which 40 per cent were women. During this period, 760 RFLP centres (2 for women and 758 for both men and women) and 696 SAEP centres (11 for women and 685 for both men and women) were functioning. 113 new centres under SAEP were also sanctioned in 1990-91.

The State Adult Education Programme (SAEP) envisages to achieve hundred per cent literacy in the age group of 15-35 years by 1995. To make it a reality, a State Resource Centre (SRC) has been set up at Itanagar. Its purpose is to produce teaching-learning materials for adult learners and their instructors and to supervise and manage adult education units spread over the State.

The State Resource Centre is headed by a deputy director of public instruction. It is being contemplated whether the programme of adult education should be under the charge of additional director of adult education. At the headquarters of each administrative district, district adult education officers (DAEO) have been posted since 1987 for the smooth operation of adult education units within the administrative district. Separate units/centres are in the offing to impart knowledge of the three Rs to women learners in the State besides games, sports, music, tailoring, knitting and weaving facilities as added incentives, to motivate the women learners. Service of the NSS volunteers and the NCC cadets would be useful to strengthen adult education programmes at the functional units. Besides, teaching at adult education centres has already been incorporated as work experience in the curriculum of plus-two stage in schools.

Due to the peculiar topography of the State, achievement of

literacy in the age-group 15-35 years within the target year of 1995 appears to be difficult. During 1990-91 the State was successful in achieving centpercent literacy in this age-group in 168 villages, but about 60 per cent of the population still remains to be covered. Another cause for concern is the high rate of drop-out due to which the percentage of successful adult learners dropped from 74 during the Seventh Plan period to 47 in 1990-91. To raise the percentage of adult education learners and curb the high rate of drop-out, increasing the number of separate adult education centres for women may be helpful.

For coverage, the Government of India has recommended a new technique namely "Improved Pace and Content of Learning" (IPCL) involving the technique of adopting "Area Approach". To accelerate the pace further, students are also being involved. It may be helpful to also involve voluntary organisations in this endeavour. During the Eighth Plan, the government proposes to utilise audio-visual aids, especially television, to educate the adult learners and provisions have been accordingly made in the plan. It is also proposed to set up a separate Directorate of Adult Education in the State Education Department to take care of the adult education programme.

Other Programmes

Other programmes and schemes proposed to be implemented during the Eighth Five Year Plan are as follows:

1. To provide academic and resource support at the state level a State Council of Educational Research and Training (SCERT) is proposed to be set up and the SIE, SRC and DIET will be brought under its charge.
2. District Resource Centres of Science Education would be started for improvement of Science Education and the centre at Pasighat will be strengthened with additional staff and building.
3. English being the medium of instruction in the State, a State Institute of English is proposed to be established to train teachers in English.
4. To provide better facilities for technical education, a Polytechnic will be set up.
5. Teaching of Computer Science is to be introduced in 15 higher secondary schools of the State. A Resource Centre is proposed

to be set up at Itanagar to train teachers in the teaching of computer science and developing software packages.

6. Infrastructural facilities for games and sports is proposed to be provided to students and youth in the State under the aegis of the State Sports Council.
7. Mid-day meals would be provided to all children upto class XII.
8. Over a thousand Pre-school Centres are proposed to be opened.

References

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Chapter 5

Organisation and Administration

A State generally performs its educational administrative functions through three main bodies, namely:

- Secretariat, which is a policy making body at the apex,
- Directorate, which is an executive body, and
- Inspectorate, which performs supervisory functions at the field level and assists the Directorate in administering education at local levels.

A functional relationship exists among different administrative levels and types of institutions; the system however varies from state to state.

Arunachal Pradesh follows the system of single line administration with the Secretariat at the top. The role of the Secretariat is that of coordination. Below it is the Directorate of Education, which plays a pivotal role in all academic and administrative matters pertaining to education. To take care of planning and management at the districts, there are educational inspectorates. The local bodies too play an important role though indirectly, in the administration of education in the State.

A Brief History of the Education Department

Educational activities were first introduced in the territory in 1947 by creating an education wing in the administration. It was headed by an education officer, who was directly responsible to the adviser of the governor of Assam. To make educational administration convenient, the Assam pattern was followed in all respects by totally accepting the

Assam Education Manual and even the curriculum. Initially, educational activities remained restricted to the foothills bordering the plains of Assam and the spread of education was slow because the tribals were quite ignorant of its benefits.

After independence, as the pace of all developmental activities increased and people started taking interest in them there was considerable expansion in the field of education and improvement in educational administration.

In 1956 the post of education officer was upgraded to 'director of education,' to look after all matters related to education. The administration took care to maintain educational standards and laid special emphasis on the screening and recruitment of staff to man the new institutions, and on training of staff by sending them to attend 'BT' courses at Bhubaneshwar and Senior/Junior Basic Training College at Changlang in the region.

Adequate arrangements were made for the supervision of educational activities under an inspector of schools assisted by sub-inspectors. Officers at the Directorate too helped in inspection and supervision of schools in the interior regions. Individual schools were also guided through letters and directives from the headquarters in order to safeguard the standard of education from deterioration due to rapid expansion.

In the late seventies, the region known as North East Frontier Agency, popularly called NEFA, acquired a distinct identity of its own as a union territory of India and education started progressing rapidly. Then in the eighties when Arunachal Pradesh attained Statehood, progress became even more rapid and in order to keep up with this pace of progress, certain changes were incorporated in the administrative set-up.

State Level Set-up

At present, at the helm of state education affairs is the minister of education supported by a deputy minister who looks after Education and Home. Below him is the secretary for education, whose secretariat exercises the powers delegated to it by the state government. Its functions include (a) looking after policy matters related to education; (b) overall supervision of education; (c) financial matters specially placed by the state government under the charge of the secretary; etc.

Though the Secretariat deals with policy matters, decisions are ultimately taken by the Cabinet, which is accountable to the Legislature. Due weightage is, however, given to observations and opinions of experts in this field as also to guidelines issued by the central government before making policy decisions. Below the secretary, there is the director of public instruction. The state level set-up of educational administration is shown in Figure 5.1.

Directorate of Public Instruction

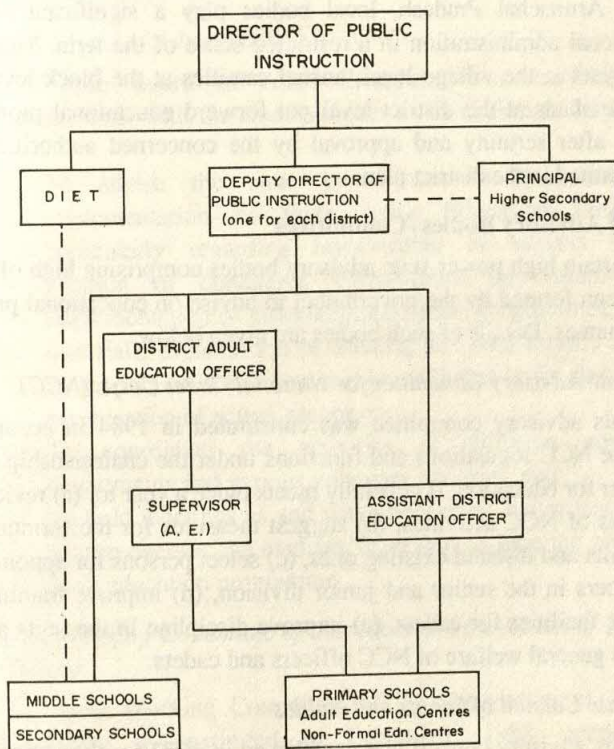
An academician with experience in the field of educational administration, holds the post of DPI. He is assisted by four joint directors, three deputy directors, six assistant directors, an accounts officer and an administrative officer. Each of these officers is responsible for looking after the work of a particular branch according to the charter of duties, and each has supporting staff for office work. The functions of various officers in the Directorate are given in Appendix III.

District and Lower Level Organisational Set-up

'District' being the primary unit of planning and management of education, each of the eleven districts has a set-up of educational inspectorate under the charge of a deputy director of public instruction, as shown in Figure 5.2. For his assistance there are field officers like district adult education officers, assistant district education officers, adult education supervisors and supportive staff and group 'D' staff for the inspection/supervision and effective management of various educational activities. District adult education officers are mainly responsible for the adult education programme in the district besides looking after the office in the absence of the DDPI. He also exercises financial powers delegated to him by the government. He draws and disburses the salary of staff posted at the district level. Assistant district education officers and adult education supervisors assist the deputy director of public instruction in inspection/supervision. They are also responsible for various reports and returns in respect of the schools in the block under their charge. Each block in the State has been provided either with an ADEO or an adult education supervisor to look after the educational activities.

[illegible]

SET-UP OF INSPECTORATE OF EDUCATION AT DISTRICT LEVEL IN ARUNACHAL PRADESH



NIEPA/P.N. Tyagi/12592

Fig. 5.2

The deputy director of public instruction, being busy in the office dealing with day to day administration, mainly with financial and establishment matters, hardly find time to inspect schools in the district.

The scheme of school complexes has been adopted in the State since 1988-89, and for the effective implementation of the scheme, a district level committee was constituted under the chairmanship of DC/ADC.

Role of Local Bodies

In Arunachal Pradesh, local bodies play a significant role in educational administration in a restricted sense of the term. The gram panchayats at the village level, anchal samities at the block level and zilla parishads at the district level put forward educational proposals, which, after scrutiny and approval by the concerned authorities, are incorporated in the district plan.

Role of Advisory Bodies /Committees

Certain high power state advisory bodies comprising high officials have been formed by the government to advise on educational projects and schemes. Details of such bodies are given below.

1. State Advisory Committee for National Cadet Corps (NCC)

This advisory committee was constituted in 1984 in accordance with the NCC regulations and functions under the chairmanship of the minister for education. It generally meets twice a year to: (a) review the progress of NCC activities, (b) suggest measures for the formation of new units and disband existing ones, (c) select persons for appointment as officers in the senior and junior division, (d) improve training and training facilities for cadets, (e) improve discipline in the units and (f) discuss general welfare of NCC officers and cadets.

2. State Council of Scouts and Guides

This advisory council was established in 1977 for the introduction and implementation of schemes related to boy scouts and girl guides. The state governor is its patron and minister of education its president. It functions in close liaison with the national headquarters of Bharat Scouts and Guides, New Delhi, and consists of high officials.

3. *State Council of Sports*

This advisory body was set up in 1982 with the chief minister as its president, for the promotion of games, sports and other physical activities in the State. It is responsible for introducing out door, indoor and rural games and for assisting the administration in reviewing schemes related to sports and games directly under the charge of secretary for education. Besides central assistance, it also gets grant-in-aid from the State Education Department. Resources are also mobilised through state lottery.

4. *State Board of Adult Education*

The State Board of Adult Education was reconstituted in November, 1983, with the chief minister as its chairman. Its functions are:-

- To advise the state government on preparation and implementation of State Adult Education Programmes particularly regarding involvement of various agencies, creation of conducive environment for launching and implementation of mass adult education programmes, learning materials, organisation of training and post literacy activities by production and dissemination of literature for neo-literates, organisation of action groups, etc.
- To coordinate the activities of different government departments and various voluntary agencies; and
- To hold meetings as and when necessary, but at least twice a year, to oversee and evaluate from time to time the progress of adult education programme

5. *State Working Committee of the National Foundation of Teachers' Welfare*

The State Working Committee of the Foundation of Teachers' Welfare, was re-constituted in December, 1988, according to government rules, with the education minister as chairman. Nominated members of the committee normally hold office for a period of two years, unless re-nominated. It meets as often as it is necessary but at least once a year.

It performs functions in accordance with powers delegated to it by the general committee and frames the necessary rules for conducting business or may, at its discretion, delegate any of its powers to any member or officer within the framework of the scheme.

6. State Council for Vocational Education

This council functions as the overall policy formulating and co-ordinating agency for implementing the scheme of Vocational Education and Training at the state level. It was constituted in February, 1990, with the chief secretary as the chairman. Specific functions performed by the council are as follows:-

- Preparation of norms for the selection of institutions and for appointment of full-time and part-time teachers;
- Development of norms for vocational courses in terms of equipments, raw materials and contingent expenditure;
- Advising the state government regarding the constitution of district vocational committees; and
- Periodic review of the programme of the state government and other agencies for facilitating apprenticeship/practical training of vocational studies, and financial assistance to those seeking self employment.

Norm for Strengthening Administrative Machinery

There are no norms for fixing the size of the administrative machinery in the State. Decisions and needed changes are generally made according to the workload as assessed by the Department of Organisation and Method at the Secretariat. Though there has been a rapid expansion of education in the last decade, the administrative machinery has not yet increased in proportion to this. Rather than increasing the ministerial staff strength, more restructuring is needed to strengthen the machinery.

Work Study to Assess Work Load of Education Department

The Department of Organisation and Method at the Secretariat undertakes the study of the workload of a department when its strengthening is proposed. The proposal by the departmental staff is put up to the head of the department. After scrutiny, it is put up for approval to the State Planning Board. As soon as it is approved, the

proposal is sent to the Department of Organisation and Method where it is studied to establish whether the demand for the creation of new posts is justified or not. Except this policy statement, no 'work study' has ever been conducted in Arunachal Pradesh to assess the workload of the education department.

Inter and Intra Departmental Co-ordination

Apart from the Education Department, there are certain other departments of the state government which have programmes and activities related to education. The Departments of Agriculture, Industries, Forest and Health carry out certain educational and training programmes in the State, incidental or in addition to their own departmental responsibilities. For coordinating the activities of these departments with those of the Education Department, the heads of these departments hold discussions whenever the need arises. For coordination of educational planning, however, the State Planning and Development Department is in charge.

In addition, the Department of Rural Development and Social and Cultural Affairs deserves special mention. The former has 1,704 'anganwadis' out of which 1,197 function to impart pre-school non-formal education to children in the age group of 3 to 6 years; but due to the dearth of qualified anganwadi workers, the pre-school centres do not function properly. Under the Project Implementation Committee, (PIC), the Social Welfare Board, and with its assistance, certain voluntary organisations also run about 42 and 22 centres respectively. The Rural Development Department runs the programme of ICDS as well.

The Department of Social and Cultural Affairs provides financial aid to 11 kindergarten schools located in the capital complex at Itanagar and Naharlagun. In 1989-90, the staff in these schools comprised 25 graduate teachers, 23 under-graduate teachers, 12 ayahs, 8 chowkidars and 7 sweepers. In the same year, the department increased the contingency expenditure on (a) teaching aids to Rs. 10,000/-, (b) repairing of school buildings to Rs. 10,000/-, and (c) celebration of national festivals to Rs. 5,000/-. By way of admission and tuition fees from the students, Rs. 3,70,000/- was collected.

This department also provides grant-in-aid to voluntary agencies for educational purposes. These include the Bharatiya Adimjati Sevak

Sangh (BAJSS) for its five educational institutions in Tirap and Changlang districts; its new school at Yamcha, West Siang district; its Rajendra Ashram, Rupa, which has a kindergarten school with hostel facilities; and also to the Tawang monastery school and Bo-peep K.G. School, Khonsa.

Grant-in-aid was also given by the department to four educational institutions namely, (a) Prantiya Samaj Kalyan Kendra, Kimin, (b) Ghormora Adarsha Satra, Likabali, (c) Ghormora Model Satra, Seajuli, N/Lakhimpur, and (d) Arunachal Seva Samity, Lakhimpur. This, however, has recently been stopped.

Other Departments with Educational Responsibilities

Other departments which have educational responsibilities including professional and technical education is shown in Table 5.1.

Table 5.1
Departments Other Than Education Department With Educational Responsibilities

<i>S. No.</i>	<i>Deptt./Ministry</i>	<i>Educational responsibilities</i>	<i>Instituions/Bodies to fulfil the responsibilities</i>
1.	Industry Deptt.	Industrial training •	Industrial Training Institute
2.	Medical Deptt.	Nurses Training and Health Services to children.	Health Training Research Centre (1)
3.	Agriculture Deptt.	a) Gram Sevak Training. b) training farmers in the use of scientific knowledge in farming.	a) Gram Sevak Training Centre (1) b) Farmers' Training Centre (1)
4.	Forest Deptt.	Training in forestry •	Arunachal Forest School (1)
5.	Veterinary Deptt.	Training in Veterinary Sciences and Animal Husbandry •	School of Veterinary Sciences and Animal Husbandry (1)
6.	Autonomous Organisations	Knowledge of applied Science and Technology	North Eastern Regional Institute of Science and Technology.

Decentralisation and Delegation of Administrative and Financial Powers

With a view to ensuring efficient and smooth functioning of educational administration, administrative and financial powers have been decentralised to some extent. Administrative powers have been delegated by the Education Department to officers upto the hierarchical level of deputy directors of public instruction, placed incharge of education in the district, and principals of some higher secondary schools. Financial powers have also been delegated by the Education Department to these officers, the principal of the State Institute of Education (SIE) and the principal of DIET, subject to the existence of facilities of the treasury, sub-treasury and banks.

The director of public instruction is the sole authority for appointing and taking disciplinary action against the staff in the 'B' and 'C' grades, inclusive of all categories of teachers. For staff belonging to the districts and group 'D,' the deputy directors of public instruction are the disciplinary and appointing authority. With regard to financial powers, principals of higher secondary schools are given the financial powers of drawing and disbursing the salary of staff. The DDPI, however, is the drawing and disbursing officer in schools belonging to the secondary, middle and primary stage of education. Financial powers delegated to various officers in the Education Department are given in Appendix IV.

Participation in Decision Making

There are no associations or organisations of administrators, teachers or non-teaching staff in the State. The schools are required to conform to the rules, regulations and decisions of the Education Department. However, in certain matters related to institutional management, such as organisation of co-curricular activities, management of classes, maintenance of discipline and examination schedules, teachers are allowed to put forth their suggestions and arrive at a consensus.

In the absence of institutional planning in the strict sense of the term, plans are formulated at the district and state level on the basis of aspirations and views of the community, expressed through the gram panchayats, anchal samitis and zilla parishads, though the ultimate

decisions are taken by the State Planning Board in accordance with the guidelines of the central government.

Despite the state government's ban on the formation of a students union in the State, students unions function unofficially in the middle, secondary and higher secondary schools and are powerful. The students who are members of unions, express their opinions in administrative matters too, which sometimes impede progress of education in the institutions.

The students are permitted to form welfare associations and committees for effective management of games, sports, literary and cultural activities, including social service.

First and Second Survey Vis-a-vis Administrative Set-up

In Table 5.2, a comparative picture of the officers at different levels during the First and Second Survey, is shown, from which, considerable expansion over the last two decades is obvious.

Table 5.2
Comparison Between the Number of Administrative Officers: 1st and 2nd Survey

Administrative Level	Designation of Personnel	1st Survey	2nd Survey
1. Secretariat	— Secretary	1	1
	— Under Secretary	—	1
2. Directorate	— Director of Edn/ Public Instruction	1	1
	— Jt. Director of Public Instruction	—	4
	— Dy. Director of Edn/ Public Instruction	1	1
	— Asst. Director of Edn/ Public Instruction	1	6
3. Field Level	— Inspector of Schools	10	—
	— DAEO	—	9
	— ADAEO	—	32

DAEO — District Adult Education Officer

ADEO — Assistant District Adult Education Officer.

Source: i) Educational Administration in Arunachal Pradesh (A Survey Report) National Staff College for Educational Planners and Administrators, 1975.
ii) Field Survey.

In the early seventies, the secretary of education was also incharge of the Department of Home. To assist him there were a director of education and a deputy director of education. Below the latter, there was an assistant director of education. A registrar too looked after the administration of the department. The present administrative set-up is headed by the education secretary, below whom are an under secretary, a director of public instruction and four joint directors of public instruction (JDPI), three deputy directors of public instruction (DDPI) and six assistant directors of public instruction (ADPI).

At the field level, there has been substantial increase in the number of inspecting and supervisory personnel. Previously there were ten inspectors of schools, whereas in the present set-up, there are nine district adult education officers (DAEO) and thirty-two assistant district adult education officers (ADAEO). There are thirty-six adult education supervisors too to take care of the increasing number of adult literacy centres.

Problems and Strategies for Strengthening of Administrative Machinery

At the block level there is no machinery to supervise and coordinate activities. With the increased emphasis on planning at the grass root level, a strong administrative machinery at the district and block level is required. Keeping in view this requirement, during the Eighth Plan period the following steps are proposed to be taken to strengthen the administrative machinery:

1. A district board of education with the deputy director for public instruction as head and with representations of educationists, youth, parents, minorities and voluntary organisations may be set up in every district for planning, implementing and monitoring of all educational programmes upto higher secondary level, including non-formal and adult education. The zilla parishads will have adequate involvement and participation in the functioning of the boards.
2. The DDPI in the district and the principals of higher secondary schools are of the same rank and this is creating problems in the achievement of unified educational administration at district level. The post of district education officer was upgraded to that of deputy director to help the

achievement of the objective of unified educational administration but it could not be achieved. Therefore certain changes are proposed during the Eighth Plan period. These are:-

- (i) The head of the district level set-up would be of a higher rank and in the pay scale of Rs. 3,700-5,000/-. He will be designated as 'chief district education officer'. The post of DDPI would be abolished.
 - (ii) The chief district education officer would be supported by two district education officers in the pay scale of Rs. 2,200-4,000/-. One would be incharge of Planning, Statistics, Survey, Budget and Accounts; the other would look after matters related to Academic and Establishment. Each district education officer would be supported by a deputy district education officer in the pay scale of Rs. 2,000-3,500.
 - (iii) A second statistical assistant would be appointed at the district level to help in planning.
3. For proper inspection and supervision at block level and also for planning and management of pre-primary, primary, middle, adult and non-formal educational programmes, in addition to the assistant district education officers and adult education supervisors, the following posts are to be created:
- (i) One Block Education Officer in the pay scale of Rs. 2,000-3,500/-.
 - (ii) One supervisor in each circle in the scale of pay of Rs. 1,640-2,900/- to assist the block education officer in the supervision of schools upto middle level and activities of school complexes, and in micro-level planning for U.E.E; adult education, non-formal education, school mapping, institutional planning and evaluation, monitoring, evaluation and implementation of various programmes.
 - (iii) Adequate supportive staff for the block education officer's office.

Chapter 6

Role of Non-Governmental Agencies and Community Participation in Education

The role of non-governmental organisations in the educational sphere of Arunachal Pradesh is rather negligible compared to that of the government. In 1989-90, the percentage of institutions primarily run by religious organisations was just 2, with enrolment below 5 per cent and teacher strength about 3 per cent of the total number of institutions, enrolment and teachers in the State. Table 6.1 shows the number of recognised institutions at different educational levels and under government/non-government management in 1989-90 in the State.

Major Voluntary Organisations

The state government by its order No.ED(G)3/35/84 of January 25, 1986, provides grant-in-aid to approved voluntary organisations functioning with the aim of developing the community socially, economically and culturally. All schools run by voluntary organisations, however, do not receive grant-in-aid from the state government; for example, the Donyi Polo Bidya Bhavar at Itanagar run by Donyi Polo Mission has its own source of funds.

Major voluntary organisations which run educational institutions in the State are:

- Vivekananda Kendra Shiksha Prasara Vibhag-14 institutions, that is, 12 for boys and 2 for girls;

Table 6.1
Institutions by Type and Under Different Managements: 1989-90

<i>Type of Institution</i>	<i>Number of Institutions</i>		
	<i>Government</i>	<i>Non Government</i>	<i>Total</i>
University	1	—	1
Under Graduate Colleges	4	—	4
Teachers' Training Institute	1	—	1
Higher Secondary Schools	40	5	45
Secondary Schools	55	8	63
Middle Schools	229	12	241
Primary Schools	1088	13	1101
Pre—Primary Schools	249	—	249
Total	1667	38	1705

Source: Directorate of Public Instruction, Arunachal Pradesh.

- Rama Krishna Mission-2 schools, that is, one co-educational and the other for boys;
- Rama Krishna Sarda Mission-1 school;
- Boam Kakir Mission-2 schools for girls; and
- Donyi Polo Mission-2 schools, both for boys and girls.

In all, these 21 schools run by voluntary organisations constitute about 1.2 per cent of the total number of schools in the State. Table 6.2 provides numerical details of such schools.

Among non-government schools, the highest percentage is run by Vivekananda Kendra Siksha Prasara Vibhag (66.7%); the highest enrolment, however, is in schools run by Rama Krishna Mission (38.5%), closely followed by Vivekananda Kendra Schools with an enrolment of 38.5%. The percentage of girl students in these schools is 25.7. In respect of schools run by individual voluntary organisations, girl students constitute 13.3 per cent of total enrolment in Vivekananda Kendra Schools, 20.6 per cent in Rama Krishna Mission Schools, 36.6 per cent in Boam Kakir Mission Schools and 35 per cent in Donyi Polo Mission Schools. The percentage of girl students in schools run by

Table 6.2
Institutions Run by Voluntary Organisations: 1989-90

Voluntary Organisation	No. of Institutions				Enrolment		
	Primary	Middle	Sec.	Hlr. Sec.	Total	Boys	Girls
Vivekananda Kendra Siksha Prasar Vibhag	10	2	2	—	14 (66.7)	1475	227 (13.3)
R.K.Mission	—	—	—	2	2 (9.5)	1461	378 (20.6)
R.K. Sarda Mission	—	—	—	1	1 (5)	—	288 (100)
Boam Kakir Mission	—	1	1	—	2 (9.5)	303	174 (36.5)
Donyi-Polo Mission	1	—	—	1	2 (9.5)	304	163 (35)
Total	11	3	3	4	21	3543	1230
							4773

Note: Figures in parentheses denote percentage to total of schools run by voluntary organisations •

Source: Statistical Cell; Directorate of Public Instruction, Arunachal Pradesh.

voluntary organisations in Arunachal Pradesh may thus be deemed significant in view of the socio-economic conditions prevailing there.

Legal Provisions

It is evident that most of the voluntary organisations which run schools have a religious orientation, and a large number of these schools are government aided, but autonomous in their management. They follow the syllabus prescribed by the Central Board of Secondary Education to which they are affiliated for classes X and XII examinations. The state government, however, controls these institutions indirectly through the Directorate of Public Instruction's grant-in-aid, sanctioned and released in accordance with certain terms and conditions laid down for the purpose.

The DPI also has the power to: (a) prescribe the maximum rates of tuition fees, if any; (b) approve appointment of teachers; (c) prescribe age of their retirement; and (d) frame rules and regulations for the payment of pension and gratuity.

The DPI may also call for an explanation in case of any irregularity discovered by the audit section with regard to the grant-in-aid given by it. The schools are inspected by persons authorised by the Department of Education, who have the power to scrutinise books, registers and records, as and when the need arises.

The maximum number of students in the institutions and in each class are generally fixed by the school committee in consultation with the Directorate of Public Instruction. Certain other discretions also lie with the directorate. Educational institutions in the State are obliged to impart education to the pupils through the prescribed syllabi of the Central Board of Secondary Education without prejudice to its right to impart instructions in additional subjects in keeping with the ideals, aims and objectives.

The performance and administration of educational institutions run by voluntary organisations are better when compared to most of the schools under government management; and their students are also better disciplined.

Role of Local Bodies

A study of the evolution of local bodies reveals that before independence, villages in Arunachal Pradesh were governed by a

council of village elders vested with the power and responsibility of decision-making, through discussions and consensus, which had to be adhered to. These traditional village councils, which functioned in the respective villages, were actually like the present day 'Panchayats'.

Subsequent to the promulgation of the North East Frontier Agency Panchayat Raj Regulation in 1967, the Panchayati Raj System was legally introduced in erstwhile NEFA on October 2, 1968. Till 1975, the Panchayati Raj System of local bodies remained four-tier with gram panchayats at the lowest level, the anchal samitis at the block level, zilla parishads at the district level and the agency council at the territorial level. In 1972, the Agency Council was renamed as 'Pradesh Council', and in 1975, it was converted into the Assembly and the Council's counsellors were redesignated as ministers. With this, the Panchayati Raj System acquired its present three-tier structure.

According to legal provisions, gram jurisdiction under a panchayat consists either of a single village or of a group of villages and hamlets, specified by the deputy commissioner. A gram panchayat comprises members elected by the residents of a specified village/villages. Election is informal and is by voice.

In each block comprising a group of 'grams' and analogous to a community development block, an 'anchal samiti' is formed. The maximum number of gram panchayats in a block is twenty-five. Each gram panchayat elects a representative from amongst its members to represent it at the anchal samiti. Similarly, each co-operative society in the block sends a representative to the anchal samiti. The anchal samiti thus consists of elected and nominated representatives of the gram panchayats and co-operative societies. The members have a term of five years. From these members a vice-president is elected. The zilla parishad is at the apex of the three-tier Panchayati Raj System in the State and is constituted by the governor of the State, under Section 51, subsection (i) of the North-East Frontier Panchayat Raj Regulation, 1967. The zilla parishad comprises the vice presidents of all anchal samities in the district, one other member of these anchal samities and a maximum of six members nominated by the governor. The district heads of the state government's various departments act as ex-officio members of the zilla parishad. The deputy commissioner is the ex-officio president, and generally presides over the proceedings of this apex body. In his absence, the vice-president or any other member who

has been nominated on his behalf, presides. Decisions are made by counting of votes of the members present.

Efforts are made to ensure nomination of individuals who, because of their social handicaps, have less chances of being nominated as members of the local bodies.

The local bodies have certain powers but do not have any organisational machinery to either scrutinise and execute any educational proposal/programme or supervise/inspect educational institutions. However, these bodies do have certain educational responsibilities. For instance, if a school is needed by a particular village or group of villages under a gram panchayat, the latter keeping in view certain specified conditions, submits a proposal to the anchal samiti for taking necessary action. The conditions are: (a) the village/villages under the particular gram panchayat have to allot sufficient land at a suitable location for the proposed school and also provide play ground for children, (b) the villagers have to build the school buildings, and hostels, if required, for students and residential quarters for the teaching and non-teaching staff of the proposed school, with locally available materials and also maintain the buildings till the government constructs 'pucca' or 'semi pucca' buildings; and (c) the villagers have to provide adequate number of children of both the sexes, for utilising the facilities of the school. Once the school is built and starts functioning, the gram panchayat ensures its smooth functioning, maintains a strict vigil over it and meets its requirements, as and when demanded by the school. It can neither interfere in the running of the school nor can it inspect it. If the school does not function properly, the gram panchayat brings the matter to the notice of the concerned 'inspector of schools' or the anchal samiti. It may thus be said that other than building schools and ensuring their smooth functioning by keeping a strict vigil from outside, the gram panchayats and anchal samitis have no other function or duty related to educational administration.

Village Education Committees

Since the recent past, the idea of 'Village Education Committee' is gaining popularity. This means that for the management of each village school, a committee of villagers is to be formed. 'Community schools' have also been envisaged to provide educational facilities in small

habitations at pre-primary, primary, adult and non-formal education levels through direct involvement of the village education committees which would need to be formed and have direct linkages with the block education and district education committees. The village school committee would recommend any person of (a) either sex, (b) over 18 years of age, (c) educated at least upto the upper primary level, and (d) from amongst the given villages, to the block education committee. The latter would scrutinise and select eligible candidates by interviewing them and obtaining the approval of the district education committee, for appointment as educational workers in the village committee schools. The candidates may also be drawn from other neighbouring villages if suitable ones are not available in their own villages. The incumbent would be entitled to a lump sum remuneration of Rs. 600/- per month. In case the same incumbent has to conduct adult education classes also, the remuneration would be Rs. 800/- per month.

Community Participation

The gram panchayat bodies are statutory ones, and their functions are advisory in nature. The main function of these local bodies, particularly gram panchayats, is promoting community participation in certain developmental work at the grass-root level. There is no proper coordination between these statutory bodies and government educational institutions.

The gram panchayats have judicial, administrative and developmental powers. They have been legally provided with judicial powers to settle all disputes within their respective jurisdictions. However, any dispute involving a government servant is beyond their purview. Their administrative functions have a social and religious inclination while taking decisions regarding the timing for agricultural activities, dates for community hunting or fishing and certain village festivals. They also provide an effective forum for developmental activities through cooperation and participation of the villagers. During the implementation of certain schemes on land development, forestry, irrigation, formation of co-operatives and education, even government agencies often seek their help and cooperation.

The gram panchayats, however, do not have any financial powers or resources. They do not have any authority to sanction schemes/proposals related to the development of their respective jurisdiction.

The anchal samities are the only Panchayati Raj bodies with funds at their disposal and the power to execute schemes within their respective jurisdiction. Since education in its broad sense means an all round development of the individual, anchal samities may be said to be meeting educational/developmental needs of the villagers because they carry out directly and at times indirectly, certain responsibilities regarding the spread of education and educational management such as:

- Maintaining community radio sets for the benefit of the rural people;
- Establishing and maintaining library, reading room, clubs and other places of recreation and games;
- Popularising sports in the villages, organising and celebrating national and other public festivals and functions;
- Spreading education through English medium and Vernacular middle schools;
- Establishing and maintaining theatres for the promotion of art and culture;
- Propagating ideas like installation of smokeless chullas, provision of proper ventilation in houses, etc;
- Organising welfare activities for women, children and literate people as also for upliftment of the backward and underprivileged sections of the community; and
- Organising voluntary labour for community work and upliftment of the villages.

The anchal samities, which serve as a link between the panchayats and the zilla parishads, have the power to scrutinise the proposals and schemes of gram panchayats before submitting them to respective zilla parishads for acceptance, sanction and allocation of budgetary provisions.

The zilla parishads finally incorporate these sanctioned schemes in the district plan, which is to be sent to the state government for financial provisions. The sanctioned schemes with provision of funds are then sent to the lowest level of the Panchayati Raj System for execution. In brief, the zilla parishads act as recommendatory bodies with supervisory and coordinating functions, and serve as link between the state government and lower levels of the Panchayati Raj System. As regards anchal samities, their important function is making

recommendations regarding budget estimates, distribution and allocation of funds, and coordination and consolidation of plans, besides co-ordinating the functioning of anchal samities and gram panchayats.

Thus, though the government agencies are actually vested with the powers in relation to educational management and development, different tiers of the Panchayati Raj System carry on these functions indirectly with the help and cooperation of the local community, which in different districts and at the grass-root level make provisions for schools and other educational facilities.

Chapter 7

Educational Programmes for Disadvantaged Groups

Universalisation of elementary education still appears to be a distant dream in Arunachal Pradesh mainly because of the high percentage of non-enrolled children and dropouts among the weaker and disadvantaged segments of the State's population, including scheduled castes, scheduled tribes, women and the disabled.

Scheduled Castes and Scheduled Tribes

According to the census of 1991 the state population has about 64 per cent scheduled tribes and 0.5 per cent scheduled castes. The education of the ST population, which constitutes the largest segment of the State's population thus deserves maximum attention. According to information from the North Eastern Council, Shillong, Arunachal Pradesh ranks topmost in the North Eastern Region and fifth in the country in terms of largest population of STs. However, scheduled caste population in the State consists of migrants, who have come to the State in search of subsistence.

In Table 7.1 the distribution of scheduled caste and scheduled tribe population in the State is shown.

In principle as well as in practice, Arunachal Pradesh government is committed to safeguard the interest of the STs. It does not permit any resident other than the scheduled tribes of Arunachal Pradesh to acquire land and property in the State as it treats other migrants and scheduled tribes of other states as "non-scheduled population" or "non-Arunachalees."

Table 7.1
Distribution of Scheduled Caste/Scheduled Tribe Population

<i>Category</i>	<i>Total</i>	<i>Rural</i>	<i>Urban</i>	<i>% of total Population</i>
Scheduled Castes	4052	2858	1194	0.47
Scheduled Tribes	550351	518222	32129	63.66
SC and ST	554403	521080	33323	64.13

Source: Census of India 1991, Series-1 India. Paper 1 of 1992. Volume II, Final Population Totals.

According to the Constitution of India, the country's entire scheduled tribe population, irrespective of the state or union territory to which they belong, is considered as the weaker section of society. Consequently, the whole native population of Arunachal Pradesh belongs to the 'weaker section'. Accordingly, all welfare and development programmes in general, and educational programmes in particular, are envisaged to benefit the scheduled tribe native population exclusively. While chalking out educational plans and programmes, like other development programmes, the whole scheduled tribe population of the State is taken into view. In other words, no discrimination is made between the various tribes of Arunachal Pradesh because all of them are entitled to a special consideration. On this account the state of Arunachal Pradesh is categorised, like its counterpart Nagaland and Mizoram, as a state belonging to the special category.

The percentage of enrolment of ST students at different stages of education from 1985-86 to 1988-89 in the State is given in Table 7.2, which is quite self-explanatory as this enrolment remained more or less constant over the years with few marginal exceptions.

The extent of coverage or co-efficient of equality for ST children quantifies the share of ST population enrolled at different stages of education. In 1986, it was 1.17, 1.19 and 1.06 at the primary, middle, and secondary/higher secondary stages of education respectively.¹

Table 7.2
Enrolment of ST Students At Different Stages: 1985-86 to 1988-89

(In Percentage)

Year	Percentage of ST Students to Total Enrolment					
	Elementary Stage			Secondary Stage		
	Primary	Middle	Total	Secondary	Higher Sec.	Total
1985-86	73	71	72	69	65	68
1986-87	74	76	75	67	68	67
1987-88	71	73	72	70	60	68
1988-89	72	67	71	73	64	70

Source: 20-Year Perspective Plan for Education in Arunachal Pradesh, 1990, Educational Consultants India Limited.

The state government provides the same facilities to ST/SC students as are provided by other states and the central government. In fact, the endeavour is to bring the educational development of the ST/SCs on an equal footing with that of the non-ST/SC population at all stages and levels of education. The scheme of providing incentives to elementary school students belonging to scheduled tribes by giving free textbooks, uniforms, stationery and clothing to hostel boarders, will continue during the Eighth Plan while for tribal students at the secondary and higher secondary levels, textbooks and stationery are proposed to be provided as also stipends and merit scholarships to deserving students.

The state government may consider certain other measures for improving the status of education for ST/SCs such as:

- Providing education and motivation to parents for the utilisation of facilities available to ST/SCs;
- Providing pre-matric scholarships to children belonging to families engaged in various occupations like domestic service;
- Adoption of better teaching methods and a sympathetic attitude towards them by teachers as well as by educational administrators; and

- Providing essential educational infrastructure in remote and far-flung areas.

Girls

With the patriarchal family set-up in the tribal society of Arunachal Pradesh, women enjoy a secondary status. They do household chores besides cultivating the family field. They are considered assets to the family as their contribution to these areas of work has been important since olden days.

With the State's march towards progress, the plight of women is improving. Their literacy rate increased from 1.42 in 1961 to 14.01 in 1981. The rise of female literacy was phenomenal during 1971 to 1981, when it increased from 3.7 per cent to 14.01 per cent. In 1991, it rose to 29.37 per cent. Female literacy rate was less than half that of male in 1981. It was 14.01 as against 35.11. In 1991, it increased to a little more than half that of male literacy rate. It was 29.4 as against the male literacy rate of 51.1. In urban areas, female literacy rate is higher than in rural areas.

From Table 7.3 it is seen that though the percentage of enrolment of girls at different stages is still low, it is increasing gradually.

Table 7.3
Participation Rate for Girls: Stage-wise: (1981-1988)

Year	Percentage of Girls' Enrolment to Total Population of the Respective Age Group		
	Primary stage	Up-Primary stage	Secondary/Hr. Secondary stage
1975-76	30	23	16
1980-81	34	30	23
1985-86	40	37	30
1990-91	42	39	32
All India (1990)	41	37	34

Sources: i) Education in India, 1975-76, Volume 1, Ministry of Human Resource Development, Department of Education, Government of India.

- ii) Education in India, 1980-81, Volume 1, Ministry of Human Resource Development, Department of Education, Government of India.
- iii) Education in India, 1985-86, Volume 1, Ministry of Human Resource Development, Department of Education, Government of India.
- iv) Selected Educational Statistics 1990-91, Ministry of Human Resource Development, Department of Education, Government of India.

Over the years from 1975-76 to 1990, and at all the stages of education, the percentage of enrolment of girls to total population of the respective age group, increased so much that in 1990-91, their percentages were higher than the national figures at primary and upper primary stages.

Although facilities of co-education exist at all educational stages, the State Education Department has started constructing girls hostels and proposes to construct 50 such hostels at an expenditure of Rs. 4.00 lakhs each during the Eighth Plan in order to take care of the special problems of girls.

Many parents however, do not like sending girls to co-educational schools. As a measure of redeeming the rate of participation of girls in education, the number of secondary/higher secondary schools exclusively for girls may be increased and more women teachers recruited to improve the enrolment of girls. In 1990-91, there were 15 per cent women teachers in the higher secondary schools and around 20 per cent in the secondary, middle and primary schools. The percentage of trained women teachers was just 40 which is alarmingly low against the all India percentage of 93. Therefore, to promote the cause of women's education more women applicants may be given preference, subject to their merit for admission to teacher training institutions.

Some other suggestions for improvement are:

- A special cell to look after the education and development of girls and women may be set up in the Directorate of Education;
- The number of non-formal and adult education centres may be increased, so also the number of women teachers and supervisors;

- Child care centres may be set up to help working mothers benefit from non-formal and adult education;
- More vocational/technical/ professional education courses, specially suited to girls and women may be started; and
- The attitude towards women and their education, may be changed by forming groups of enlightened women in rural areas to explain the benefits of being educated.

Handicapped

Like in other states, in Arunachal Pradesh too, the education of physically disabled and handicapped children neither received any special attention or programmes till recently nor has any survey been conducted thereon. The Fifth All-India Educational Survey also did not collect any information in this regard. It has been lately realized that this group requires special educational facilities. The National Policy on Education (1986) recommended that children with severe physical disabilities only would receive education in special schools to be set up at district headquarters, whereas those with minor disabilities would attend schools meant for all children. The State has the target of providing elementary education to all including disabled children by 2000. To meet this target, it needs to adopt certain measures like:

- Developing a system of identification of disabled children and the extent of their disability, to help place them in suitable institutions;
- Developing a realistic plan and its systematic implementation in a phased manner;
- Organising orientation programmes for planners and administrators through contact and distance education modes;
- Providing special educational facilities, equipments and teaching aids for education of the disabled;
- Including special education for the disabled in elementary teacher training programme and specialisation in "Education of the Handicapped" at B.Ed and M.Ed stages; and
- Taking help, support and guidance of the NCERT, MHRD, RCEs, and Ministries of Health, Labour and Welfare at the state and national levels and utilising expertise and funds from special institutes for the handicapped.

Most Backward Tribes

In Arunachal Pradesh some tribes are comparatively more backward in matters of education and social development than other backward tribes constituting majority of the state population. These most backward tribes need special attention.

Backward Areas

The topography of Arunachal Pradesh is such that large parts are rather inaccessible. Mobility of men and materials to the interiors of the State is difficult. Habitations are scattered. This impedes the provision of educational facilities. Another major factor hampering provision of educational facilities to all areas is the financial constraint. Due to the shortage of funds, the principle of benefitting the maximum number was adopted while providing educational facilities in the State. Consequently, large habitations were given priority and the small ones were left out. However, the state government is trying to implement schemes like inter-village schools, pre-school education centres, community schools, etc. with the intention of covering the hitherto unattended small habitations.

Educational Development Programmes of Departments other than the Education Department

Since Arunachal Pradesh is primarily a tribal state, its annual plans and five year plans are considered as 'tribal sub-plans'. Activities and plans not only of the State Education Department but also of other departments envisaged upliftment of the ST population of the State. Various schemes and programmes taken up by departments other than that of Education are shown in Table 7.4.

General Issues

The State has a difficult task ahead for providing educational facilities to the disadvantaged, deprived, underprivileged and weaker sections of the population. The area of girls' education also needs special attention. Another problem area requiring attention is the enrolment of working children whose number in the State particularly among girls, is rather high. Therefore, working children have to be considered as a special group requiring special programmes. For the management of different schemes and programmes so far introduced

Table 7.4
Educational Schemes/Programmes for STs by Departments Other than
Education Department

Sl. No.	Department having special schemes	Nature & type of programmes	Special organisational set up, if any	Target group
1	2	3	4	5
1.	Directorate of Social & Cultural Affairs	i) Opening/running pre primary/K.G. School. At present there are 11 Kindergarten (KG) schools run by the department. ii) Inter State Cultural exchange programmes, Integration Camps.	Nil	4-6 years age group
2.	Social Welfare Advisory Board	i) Opening/running Balwadis. At present there are 41 Balwadis run by the department. ii) Social Adult Education centres run by the department with grant-in-aid given by Education Department.	Nil Nil	i) 4-6 years age group ii) 15-35 years age group

Contd.

and those which have been suggested and are still in an embryonic stage, right administrators, teachers and supervisors will be required, for whom requisite training and orientation may have to be evolved. Since upliftment of the tribals is a herculean task for the government. Voluntary agencies may be encouraged to come forward to share the responsibility.

References

1. Co-efficient of Equality at any stage for ST population is the percentage of enrolment of ST at a stage to total enrolment divided by percentage of ST population to total population.

Chapter 8

Personnel Management

The human element of any system is perhaps the most complex but at the same time, the most vital of all, as it influences the whole system in a very crucial manner. Therefore, for effective functioning of any system or organisation as a whole, the management of personnel at different levels is of utmost importance.

Recruitment, Selection and Promotional Avenues

Like most other states, different categories of personnel are recruited almost every year by the government according to a set of recruitment rules. Some cases of promotion are also considered on the basis of merit and seniority, whenever the need arises. All staff in government institutions is governed by the Central Civil Service Conduct Rules. In Arunachal Pradesh, there is no State Education Service; all officers in the Department of Education belong to a common cadre under the department. They are however categorised into different groups: Group A, B, C and so on.

The essential requirements for appointment to the post of director of public instruction are a second class Master's degree with a degree or diploma in teaching, a minimum of 15 years of experience in the field of education and 7 years in any administrative capacity, plus a minimum of 7 years regular service in any feeder post. An officer to this post is selected on the basis of merit-cum-seniority from amongst the joint directors of public instruction/principal of State Institute of Education or principals of government degree colleges. In case of deputation or transfer, an IAS officer in the senior scale or an APCS

officer with not less than 7 years service in selection grade or 7 years as principal of any government college outside the State, may also be considered for appointment.

The joint director of public instruction is also expected to possess the same qualifications as the director of public instruction. Normally, the incumbent holding the post of joint director, is considered for the post of director. Similarly, deputy directors are entitled for promotion as joint director, if they have atleast five years qualifying service and possess the prescribed educational qualification. In the absence of suitable candidates for promotion, the government may depute one from amongst APCS selection grade officers, though this has not been done as yet. Promotion is made from the category of assistant director of public instruction/assistant principal of higher secondary schools, principal, BSB, possessing Master's degree and teaching qualification together with minimum 5 years of experience, to fill up the posts of deputy director/principal. For special posts, like deputy director of Science and Mathematics, qualification in the relevant field is insisted upon. Apart from three deputy directors of public instruction at the Directorate level, there are 11 deputy directors of public instruction—one for each district; they are assisted by the district adult education officer, assistant district education officers and adult education supervisors for various educational activities in the district. The posts of assistant directors of public instruction/assistant principal, are filled up solely by promotion, from the cadre of headmaster/vice-principal.

The post of the district adult education officer is generally filled up by promoting an Arunachali candidate possessing qualification and experience laid down in the rules. Teachers possessing Bachelor's degree with BT/B.Ed, and 3 years of continuous service in the grade, are eligible to be appointed as assistant district education officers/adult education supervisors, on the basis of 50 per cent by promotion from junior teachers and 50 per cent by direct recruitment, subject to seniority-cum-merit.

Selection and Recruitment Procedure for Teachers

Recruitment of school teachers is made by the director of public instruction through advertisement and on the recommendations of duly constituted selection boards. The short-listed candidates called for interview have to take a written test in English, class-room teaching of

the subject and viva-voce. Candidates capable of teaching through the medium of English and willing to serve in the interior of Arunachal Pradesh are asked to apply.

Posts are reserved for scheduled caste and scheduled tribe candidates as per government norms. Arunachali tribal candidates who have passed class X are selected as assistant teachers grade 'B', and sent for a year's training at the Buniadi Siksha Bhavan, Changlang. During the training period, an assistant teacher grade B, is given a salary scale of Rs.950/- to 1,500/-, and after successful completion of the training, is absorbed as assistant teacher grade A. Arunachali tribal candidates who have passed class XII are eligible for the post of assistant teacher grade A, whereas in case of non-Arunachalis, graduation is the minimum qualification required for the post. Similarly, whereas Arunachali graduates are eligible for the post of junior teachers, non-Arunachalis are required to be trained graduates or 2nd class Master's degree holders. Arunachali candidates in adequate numbers come forward for the post of assistant and junior teachers in Humanities, but very few Science graduates, especially in PCM group, are found amongst the Arunachali candidates. The posts of Science teachers are normally filled up by recruiting candidates from outside the State.

Posting and Transfer

Norms for posting and transfer of teachers were prescribed vide executive orders issued by the secretary of education, government of Arunachal Pradesh and director of public instruction as contained in memos No. F.1-3/76 EDN dated 17.1.78 and ED.2/431/78 dated 6.11.85 and also a memorandum issued in July 1990.

The policy of posting and transfer was formulated with a view to restricting inter-district transfer of all categories of teachers, ensuring qualitative improvement of teaching and effective supervision of schools. In certain cases, on compassionate ground or in very exceptional circumstances, inter-district transfer of teachers are considered by the director of public instruction, although isolated cases of transfer within the district are considered by the district education authority, with the approval of the deputy commissioner. To make posting and transfer of teachers easy and less complicated, a method

has been devised by dividing the State into three belts and posting teachers to these belts according to a set pattern. These belts are:

1. Easy Belt — Comprising schools located in the districts/subdivisional/headquarters and at places connected by motorable roads;
2. Middle Belt — Comprising schools located at places requiring walking upto five stages; and
3. Remote Belt — Comprising schools located at places requiring walking beyond five stages.

According to this policy, a teacher is not normally posted for more than two years in the easy belt, five years in the middle belt and three years in the remote belt. Each education officer maintains a register containing complete history-sheet of all categories of teachers posted in the district. All transfers and postings of teachers are done by a committee consisting of the following officers:

- Deputy Commissioner/Additional Deputy Commissioner = Chairman
- An officer of the rank of joint director of public instruction/deputy director of public instruction from the Directorate of Public Instruction = Member
- Principal of a government higher secondary school = Member
- Headmaster of a government secondary school; and = Member
- Deputy Director of Public Instruction of the district. = Member Secretary

The transfer/posting proposal is prepared by the district education authority according to prescribed procedure and guidelines. It is then examined by members of the District Assessment Board and submitted with their recommendations to the director of public instruction every year in April/May. After obtaining the approval of the director of public instruction, who is the appointing authority for all grades of teachers in a district, transfer orders of teachers, as recommended by the District Assessment Board, are issued.

The District Assessment Board takes into account also the teacher's academic competence, class-room performance and conduct

while considering the transfer, and is required to indicate whether the individual teacher is suitable for teaching at the primary, middle, secondary or higher secondary stage.

Considering the communication difficulties and the peculiar topographical conditions in the State, the newly selected/recruited teachers are normally posted to schools in easily accessible areas in the easy belt, at least for a year or so. It helps them adjust to the new situation. There is no provision for any special consideration for posting of scheduled caste and scheduled tribe teachers. However, special consideration is given to women and disabled teachers, and they are generally posted to schools in the well connected areas. Female married teachers are usually posted at their husbands' stations of posting. Special considerations like these sometimes adversely affect proper deployment of teachers as schools located at headquarters and in easy belts are generally found to have excess of teachers, at the cost of schools located in remote areas and difficult belts, which at times experience an acute shortage of proper staff.

Leave substitute teachers are appointed in place of those deputed for training of a long duration and after training they are posted back to their respective districts. Leave substitute teachers are usually absorbed against regular vacancies subject to their selection by the Board after completing all formalities. There is no provision for the appointment of part-time teachers.

As a part of the Survey, a case study was conducted in the State on the problem of 'Transfer and Posting of Teachers'. It revealed that the Education Department's policy on transfer and posting of teachers is comprehensive as it takes into account all the related vital issues. It was also reported that there is no provision for reviewing functions of the district assessment boards or their recommendations. Such reviews would serve as desirable checks and balances on the working of district assessment boards.

Norms for transfer/posting of teachers are framed by the government and are generally followed and implemented fully except on very special grounds. No committee/group has ever been constituted by the State to study this problem.

The schools managed by private bodies however follow their own rules for recruitment, posting and transfers. Transfer of teachers in

these private aided schools is generally restricted to schools under their management.

Regarding the transfer of senior administrators of the rank of secretary, there is a very wide range of the tenure of stay, varying from below six months to a maximum of three years. During 1978 to 1991, twelve education secretaries took charge and a number of them got transferred even before a year's stay. Administrators in the rank of deputy director of public instruction, however, are not changed so frequently, and the average stay of such an officer in the same position is about three and a half to four years, though only in rare cases, tenure of stay has been even less than six months.

Pay Scales and Service Conditions of Teachers and Other Non-Teaching Staff

Teachers in the State, irrespective of whether they are employees of government schools or schools under private management, have the same pay scales, qualifications and experience essential for appointment as teachers. This brings uniformity in the service conditions of all teachers serving in the State. Details of qualifications and pay scales are given in Appendix V.

Pay scales and essential qualifications in case of non-teaching staff are at par with other non-professional staff working in government institutions of the State. These personnel are appointed by a selection board under the chairmanship of the district deputy commissioner/director of public instruction, and are posted on the basis of actual requirement. Details of their pay scale and other service conditions are given in Appendix VI.

According to their requirements and discretion of the management, private institutions appoint the non-teaching staff.

Grade and Pay Scales of Administrators

Details regarding qualifications, experience, scales of pay and gross emoluments of educational administrators at different hierarchical levels in the Education Department are given in Appendix VII.

Welfare Schemes

Teachers as well as members of non-teaching staff in government schools are governed by the Central Civil Service Conduct Rules and are entitled to certain benefits and welfare schemes which include:

- Provident fund and other government service benefits;
- Medical facilities at the local health centres to teachers and their family members; cost of medicine is reimbursed;
- Loans for (a) construction of houses, or for buying land for such construction, (b) buying scooter or motor car. Loans are, however, sanctioned subject to availability of funds;
- Leave Travelling Concessions (LTC);
- A teachers' home has been constructed at every district headquarters to accommodate teachers who come there on business from remote interior areas involving a long and strenuous journey;
- Free air lifts to teachers serving in interior and remote areas;
- Non-productive bonus;
- Pension and gratuity benefits on retirement;
- Teaching allowance to all teachers and special allowance to vice principals and heads of higher secondary/secondary schools since January 1986; and
- Free, furnished accommodation to all teachers and other government employees. So far 2500 out of 7000 teachers have been provided with such accommodation.

Service conditions for teachers in schools under non-government management are laid by respective management committees as these teachers are not governed by the Central Civil Service Conduct Rules. They however have scales of pay at par with their counterparts in government schools and are also entitled to free accommodation, leave, vacations and medical facilities. They do not get any loans. They have facilities of Contributory Provident Fund. Their services depend mainly upon their teaching efficiency, conduct and academic performance of students, and may be terminated by the management, at any time, if found wanting in any of these.

Redressal of Grievances

In case of any injustice inflicted upon any member of the staff, teaching or non-teaching, there are provisions for its redressal. The first step generally taken by the wronged is to bring it to the notice of the appropriate authority. If it does not have any effect, the matter is taken to the next higher authority. If the grievance is still not redressed, the affected member, after giving the department a final notice within the

stipulated time, is free to take the matter to the tribunal and lodge a case for redressal at the court.

In cases of grievance, the decisions of administrators at any level are generally adhered to even by the immediate higher authorities and this compels many aggrieved employees to go to court.

Litigation Cases

The State has the provision of government pleaders/advocates to deal with litigation cases of all the departments of the government taken to different courts, such as the High Court, State Tribunal and others.

The cases taken to the courts may be broadly categorised as:

- Cases related to alleged illegal appointments;
- Cases of supercession;
- Cases of indiscipline; and
- Criminal cases, (These are generally not taken to court and efforts are made to settle them internally).

Table 8.1 furnishes details of such cases from 1986-87 to 1989 - 90. During this period, no case was taken to the State Tribunal or Supreme Court

Table 8.1
Litigation Cases: 1986-87 to 1989-90

Year	Courts		
	High Court	Other Court	No. of cases decided/cleared
1986-87	3	1	2
1987-88	1	1	1
1988-89	2	1	1
1989-90	2	-	

Source: Confidential Cell; Directorate of Public Instruction. Arunachal Pradesh.

Performance Appraisal and Career Development

No formal methods have so far been prescribed for evaluating the

performance of administrators, teachers and other non-teaching staff. The common practice of appraisal is by means of annual confidential reports (ACR) containing information like employee's personal qualities, integrity, general abilities and performance over a certain period. The ACRs are submitted by the employee's immediate higher authority, through proper channel, to the department. Class-room performance of teachers, adjudged by the heads of institutions regularly, is reflected in such reports initiated by the headmasters/principals and the deputy director of public instruction (DDPI). The inspection report of the inspecting officer is also reflected in the appraisal of the DDPI. The ACRs however do not give a true appraisal of their performance due to their subjective nature.

Performance appraisal of the non-teaching staff is done on the basis of ACRs initiated by the headmasters/principals/DDPIs/ branch officers. In the absence of effective and proper supervision, work done by certain members of staff remains unreported. Improvement of performance is rarely possible as educational administrators are mostly busy in routine jobs. Adverse entries are rarely conveyed to the concerned to help improve their performance. To improve performance of teachers, non-teaching staff and educational administrators, job profiles need to be prepared keeping in view the assigned functions. Recruitment or promotion cases should also be in consonance with the duties assigned.

Encouragement to Teachers and Motivation

To encourage and reward teachers for their performance and meritorious service, the following awards are available annually on Teachers' Day, the 5th of September:

- National Award conferred by the Government of India;
- Governor's commendation certificate/silver medal, etc; and
- State Award.

There are no restrictions on teachers who wish to improve their qualification. They are allowed study leave for this purpose. Different training programmes are also arranged, such as:

- deputation of newly recruited assistant teachers for a year's elementary teachers' training at DIET, Changlang;
- deputation of 15 junior and senior teachers for B.Ed training at Arunachal University;

- in-service training programmes for elementary and secondary school teachers under the centrally sponsored scheme of Massive Orientation of School Teachers (MOST). (During 1988-89, 600 teachers benefitted from such orientation programmes);
- inservice training programmes in puppetry for primary school teachers organised in Delhi by the CCRT for 20 days to which batches of 30 teachers each are deputed;
- inservice training programme in linking education with culture, organised for middle, secondary and higher secondary school teachers in collaboration with CCRT, New Delhi for 20 days where batches of 30 teachers each, are recommended for 2 to 3 programmes every year;
- non-Hindi speaking teachers are trained in teaching Hindi at middle level, in collaboration with CIH, Guwahati. Fifty teachers were trained under two training programmes during 1988-89; and
- secondary level teachers are oriented by subject specialists under continuing education programme of SIE, Changlang.

Training Needs Assessment

No scientific procedure or technique has so far been adopted for the assessment of training needs, particularly in the context of priority programmes and schemes. However, on implementation of the National Policy on Education 1986, various training programmes are being organised at the instance of Government of India to orient teachers in transaction of the revised curriculum. Educational administrators are also deputed to the National Institute of Educational Planning and Administration (NIEPA) for pre-induction training in Planning and Management. Such training programmes are planned on the basis of infrastructural facilities available within the State. There is in fact substantial gap between recruitment and training, because fifty per cent of teachers are still untrained. The Basic Shiksha Bhavan at Changlang has been upgraded to DIET to provide training to teachers and build infrastructural facilities for recruitment of staff.

Activity Profile

Education officers at different administrative levels of the

Department of Education are engaged in multifarious activities, other than their regular office work, including visiting and inspecting educational institutions, receiving visitors, attending meetings, etc. They are also required to attend to tasks not directly connected with education such as acting as presiding officers during elections, doing census work, etc.

The deputy director of public instruction and assistant district education officer attend also to the following activities apart from their office work:

- Meetings on rural development;
- Health and medical camps, baby shows, training village level medical attendants;
- Agricultural exhibitions;
- Meetings on co-operatives, seminars, workshops, etc;
- Various social functions; and
- Conducting board meetings, tests, interviews for other departments within the district and block jurisdictions respectively with the help of the deputy director of public instruction and the assistant district education officer. The responsibility of primary data collection, inspection and supervision of schools, and also looking after the on-going innovative practices, is mainly of the assistant district education officers.

Chapter 9

Financial Management

The judicious management of available financial resources is a crucial and essential aspect of administration. Since education is carried on largely by the financial operations of the government, the process of budget formulation is of vital importance in financial management. Therefore, the process of budget preparation is an important task for any educational administrator at any level of the state government. It involves personnel at different hierarchical levels of the state educational administrative set-up, the state planning and finance departments, the minister incharge of education and the administrative heads of institutions.

Budget Formulation

Before delving into the details of budget formulation, an acquaintance with the organisational set-up of the educational administration vis-a-vis budget formulation is essential. At the Directorate, under the director of public instruction (DPI) there is an accounts officer who represents the Finance Department and guides and advises on matters related to the budget of the Education Department. The 'drawing and disbursing' officers at different hierarchical levels, that is the regional commissioners, who are the district heads, and other officers also help in the formulation of budget in direct coordination with the DPI.

The drawing and disbursing officers make an estimate and submit the financial requirements of their jurisdiction for a given plan period to the DPI. The financial requirement is split into (a) Plan and (b) Non

plan heads. The plan budget includes estimates for the next financial year on account of and as a result of expansion of education and implementation of new educational schemes in the context of the planned educational growth. It is inclusive of all the financial transactions connected with planned educational schemes. The non-plan budget, on the other hand, implies for the next year estimates of those expenditure which have already been initiated during the last five year plan period and will continue. For example, salaries, excluding instant appointments, office expenditure, machinery and equipment and construction work to be carried out by the Public Works Department and Rural Works Department. The grant-in-aid scheme also is included in non-plan expenditure, with provision of inclusion/exclusion of certain items. The estimates of fund requirements submitted to the DPI by the drawing and disbursing officers of the department are compiled and consolidated at the Directorate of Public Instruction under the following heads of accounts:-

1) The major head is "2202" — General Education.

The minor heads are

- i) B (a) 01—Elementary Education
- ii) B (a) 02-Secondary Education
- iii) B (a) 106 — Text Books.
- iv) B (a) 800 — Other Expenditure
- v) B (a) 800 — (2)(1)-Stipend
- vi) B (a) 800(2)(2)-Grant-in-aid
- vii) B (a) 03 — University and Higher Education
- viii) B(a)105-Teacher's Training
- ix) B(a)04-Adult Education
- x) B(a)80-General

2) Another major head is "2204"-Sports and Youth Services.

The minor head is

- i) B (a) 001— Direction and Administration

After the heads are further subdivided and the requirements of the budgeted funds compiled and consolidated, the DPI scrutinises the estimates and if necessary, submits the plan budget based on the Annual Operating Plan (AOP) with supportive documents and papers to the Finance Department for further scrutiny, through the education

secretary for budget allocation. The education secretary might discuss the proposals and estimates with the education minister before sending it to the Finance Department. The plan budget is considered by the State Planning Board according to the plan allocation from the central government, and it takes into account all the budgetary provisions of the centrally sponsored schemes and the North Eastern Council's (NEC) schemes on centpercent assistance.

After all the preliminaries are over, the budget estimates are scrutinised by the Ministry of Finance, for onward transmission to the Legislature for approval. On being approved by the Legislature, the plan, as contained in the budget, comes into operation. The funds, voted by the Legislature, are then placed at the disposal of the executive agencies for expenditure on specific activities.

Since non-plan budget comprises requirements of committed expenditure, its preparation necessitates the estimation of actual expenditure under heads mentioned earlier. The headwise estimation of incurred expenditure is submitted by the subordinate drawing and disbursing officers to the DPI. After scrutiny, compilation and consolidation at the Directorate, and if necessary, revision by the DPI, the approval of the secretary of education is obtained and then, in the form of 'forecast budget estimate,' it is submitted to the Finance Department for scrutiny and revision, before being finally approved by the Legislature.

The submission of forecast budget estimate is performed twice a year, first in September and then in January. In the formulation of budget, the guidelines of the Planning Commission are followed. Till now, no modern method of budgeting like 'Zero base budgeting' is used, though it has been adopted in some parts of India. In the State, plan budgets are monitored and evaluated on the basis of reports on utilisation of funds and the estimate of requirements, but this too is done rather infrequently. Data related to budget is not analysed.

The entire process of budget formulation needs to be made more precise and scientific. For this, regular and proper inflow of data and its timely processing and analysis is required; this, in turn, would necessitate an improved management of information.

System of Grant-in-aid, Audit and Accounts

An educational institution run by a voluntary organisation can

apply for grant-in-aid to the director of public instruction if it fulfils the specified conditions. This means it should have land to build the school building and must be in a position to meet twenty per cent of the total expenditure, since the grant-in-aid covers only eighty per cent of the total expenditure involved in the implementation of the scheme during the particular financial year. However, in certain special cases, the eighty per cent aid is increased to ninety per cent, after consultation with the Department of Finance and in case of schools situated in very remote areas, the grant is increased to even hundred per cent.

After the application with the relevant documents is received by the Department of Education, it is scrutinised by the deputy commissioners and additional deputy commissioners, who specify the disbursement procedure of the sanctioned grant. These officers keep a strict vigil on the proper use of money and furnish the necessary certificate to audit.

The extent of financial power delegated to an officer/administrator is mentioned in the state government's order No. FIN/B/89/81/3 of March 1982 and depends on the category, namely category A, B or C, in which the latter has been placed according to the order (Appendix IV). The DPI is placed in category A, and he delegates financial power to other drawing and disbursing officers who exercise financial powers up to the limit of their delegated power. In case sanction is sought for an amount which exceeds the quantum of the financial power, the officer passes the case on to the next higher officer for the sanction of the grant according to the rules.

The budget account is audited once a year, when auditors from the office of the accountant general audit the accounts of the Directorate of Public Instruction and of all the drawing and disbursing officers under it. There is provision for internal auditing too. Auditors from the office of the director of accounts under the State Department of Finance, audit the accounts of the Directorate of Education in the same way they audit the accounts of other departments. During auditing, if any irregularity is noticed, it is pointed out to the concerned drawing and disbursing officer and he has to satisfy their interrogations. In case the officer can not satisfy the queries of the auditors, the matter, which is termed as 'Audit Para,' is brought up in subsequent meetings at various levels in order to settle it. If the 'Audit Para' is not settled within the stipulated

period, then it is placed at the meeting of the Public Accounts Committee (PAC).

So far, the audit of accounts of the non-government organisations receiving grants-in-aid from the government, was carried out by any of the chartered accountants appointed by the organisation and their report was then submitted to the government. The state government however is desirous of getting the accounts of the non-government organisations audited by government auditors in place of chartered accountants in future.

System of Disbursement of Salaries

Salaries of staff usually form a part of the non-plan budget, and the amount is drawn by the concerned drawing and disbursing officers on the last working day of the month and disbursed to the staff normally on the same day.

For all categories of staff, the state government has accepted the pay scale structure of the central government; for lecturers and principals in colleges, it has accepted the University Grants Commission (UGC) scales of pay. In accordance with these pay scales, the staff gets other allowances and hill compensatory allowances.

In case of payment of salaries to staff of the schools run by non-government organisations, the chief executive of the organisation is responsible. Their pay scale is approved by the state government and the salary comprises the pay and other allowances given by the management which are at par with those of the staff of government schools. The payment of periodical dearness allowance is subject to its release by the chief executive through the management/governing body.

Sources of Educational Finance

In Arunachal Pradesh, education is free upto higher secondary school level and tribal students are provided textbooks totally free of cost. They are also granted stipends, the amount depending on the class in which they study.

There is no special cess, nor is there any scope for mobilisation of resources for education in the State.

Fee Structure in Schools

Since school education is totally free for all children in the State,

no fee is charged. There is, however, a 'pupil's fund', contribution to which is also not compulsory. Therefore, some children pay while others do not. The amount fixed is Rs. 10/- per annum per child in the primary stage, that is in classes I to V, and Rs. 15/- per child per annum in the post-primary stage, that is, classes VI to XII.

Income and Expenditure Pattern

Since no fees are charged from students, income, both recurring and non-recurring, of schools upto higher secondary stage, is mainly from the government.

The distribution of expenditure at different levels of education during 1985-86 to 1987-88 is shown in Table 9.1. Evidently, expenditure on elementary education, though on the increase in absolute terms, has been going down in terms of percentage during this period and needs urgent attention of the government in view of the priority attached to the programme of UEE.

Difficulties and Suggestions

About two decades earlier, the First Survey on Educational Administration conducted by NIEPA, had pointed out that a unit for evaluation should be established in the State for ensuring proper budgeting, debiting of expenditure and for the achievement of targets as envisaged for different programmes. No such arrangement has been made as yet. This is an urgent necessity to overcome the difficulties faced in the formulation of the budget and the overall management of income and expenditure for Education. Hence, there is a need to improve and streamline the procedure of budget formulation and financial management in the State.

Table 9.1
Expenditure on Education: 1985-86 to 1987-88

(Rs. in lakhs)

Year	Expenditure on Education					
	Elementary Education		Secondary Education		Hr. Secondary Education	
	Total	% of total	Total	% of total	Total	% of total
1985-86	1193	71.5	289	17.3	50	3
1986-87	1262	60.4	486	23.3	97	4.6
1987-88	1811	64.4	627	22.3	81	2.9
					137	8.2
					245	11.7
					293	10.4
						1669
						2090
						2812

Source: 20 Year Perspective Plan for Education in Arunachal Pradesh, 1990. Educational Consultants India Limited, New Delhi.

Chapter 10

Information Management

Information management has its own significance in the planning and management of education. The timely collection and analyses of data and their subsequent dissemination, is vital to educational administration.

Statistical Machinery

In the Directorate of Public Instruction there is a statistical cell which is responsible for the collection, tabulation and compilation of data. It is headed by an assistant director who guides and supervises its functions. At the district level there is no provision for a unit to deal exclusively with the collection and dissemination of statistical information. This task is usually allotted to members of the staff who look after general office work.

At the block level, assistant district education officers, teachers, supervisors of adult education programmes, etc. are generally asked to help in data collection and compilation, as and when the need arises. Compiled data are then sent to the directorate, where they are scrutinised, statistically treated and analysed to help in monitoring educational progress and evaluating programmes being implemented in the State.

Coverage, Content, Tools and Flow of Educational Information

There are different types of educational data which are asked for by different agencies and the central as well as state government for various purposes. Agencies requiring such data and information include

the Ministry of Human Resource Development, National Council of Educational Research and Training, National Institute of Educational Planning and Administration, teaching and training institutions, research organisations, individual researchers and various departments of the state government like the Directorate of Economics and Statistics, for use in publications such as 'Abstract Information', "Census Report on Government Employees", "Economic Review", etc.

Thus, a wide range of monthly, quarterly, half-yearly and yearly data related to education in Arunachal Pradesh, namely statistical information, administrative information, information on budget and accounts, etc. are collected. A list of different schedules of data is given in Appendix VIII.

Primary as well as secondary data are collected from government and non-government organisations. Inter and intra departmental data, relevant to education, are also collected from various departments and directorates of the state government. Other data furnishing sources include institutions ranging from pre-primary to the secondary stage, colleges and universities, various government departments and educational institutions run by voluntary organisations.

Certain proformae are generally used for collection of data. For example, the ES series of proformae are used to collect specific data required by the central government. These include: (a) ES-I(S) and Es-I (C): Numerical data on school education and higher education; (b) ES-II (S) & (C) Financial data of school and higher education; (c) ES-III: Examination results of schools and higher education; (d) (S) & (C): Numerical data on scheduled castes and scheduled tribes in respect of schools and higher education; (e) ES-V: District educational data collected for submission to the Ministry of Human Resource Development, once in every five years; (f) ES-VI: Quinquennial collection of educational data; (g) Es-VII: Data on rural areas; (h) Selected educational data as on 30th September in each year; and (i) Annual School Information as on 1st of January every year.

Besides, information on expenditure of point number '10' under the 20 Point Programme, physical achievement of additional enrolment at the elementary education stage, quarterly progress made in the sphere of adult education during the period under consideration and the annual status and exhaustive monthly, quarterly and annual data on

educational finance are also collected. Certain other data are collected for submission to the State's Directorate of Economics and Statistics for use in their publications.

Publications

The Department of Education does not bring out statistical publications on a regular basis, though work related to statistical manual continues throughout the year. Publications of the department may be broadly categorised as (a) annual and (b) special, such as:

- Annual Operating Plan(A.O.P.) which furnishes information on the plan out-lay with scheme and unit-wise break-up, expenditure break-up, existing physical net-work and other infrastructure as also various programmes and schemes of the department;
- "Twenty Year Perspective Plan for Education in Arunachal Pradesh" focusing on the milieu, perspective, plans, programmes and their implementation;
- State Summary Report of the 'Fifth All India Educational Survey' providing subject-wise, comprehensive time-series data; and
- Statistical pamphlets like 'Education At A Glance'.

Use of Computers

Computers are not used at present in the processing of data in the State Education Department. The entire exercise of data processing is manual and is carried out with the help of calculators.

Communication System

Since computers are not yet in use in the Department of Education, all information is stored in files. Inter and intra departmental communication is carried on through official letters and telegrams. Personal visits are also made at times. Workshops, half yearly meetings and seminars are arranged occasionally for exchange of information. The help of mass media like the radio and newspapers are also taken to acquire specific information. It may be inferred that the system of communication of information lacks modernity, and comparatively speaking, is yet to acquire the sophistication already acquired by certain states.

Problems and Suggestions

Management of information in Arunachal Pradesh leaves much to be desired. Some of the problems impeding proper management of information are as follows:

- There is no organisational provision except at the directorate level to take care of collection, compilation, tabulation and dissemination of information;
- Out of the total departmental plan outlay, a meagre and inadequate amount is earmarked for management of information;
- Collected data often lacks authenticity and consistency as storage of data is poor, and not properly catalogued. Concealing of data on genuine or other grounds is a common practice leading to data being unavailable in the required form.
- The practice of a scientific use of data is missing as data oriented research studies are neither given due importance nor are they taken up; analyses of data too is not done, resulting in poor flow of information.
- In the absence of an exclusive machinery to process the data, there is a wide gap between its collection and publication. Red tapism further delays publication. The printing industry is yet to develop in Arunachal Pradesh; printing of data therefore takes a long time. All these factors lead to about a year's gap between the collection and publication of data in the State.

The plight of information management in the State needs to be improved. First and foremost, the attitude of scientific use of data is to be built up. Red tapism and maintenance of unnecessary secrecy are to be got rid of. Proper arrangements for collection, compilation, tabulation, processing and analyses of data should be made and the existing organisational arrangement streamlined. The process of printing and publication needs to be quickened to prevent delay between the collection and publication of data and to ensure that the data do not become outdated and redundant.

Chapter 11

Educational Planning

The quality of education depends largely on the type of education provided to the target groups and the contribution that it makes to the national well-being and development. Provision of educational facilities, in turn, is dependent on proper planning and the extent to which plans are actually implemented. Systematic planning of education therefore assumes a crucial role in the administration of education.

Organisational Arrangements and Formulation of Plan

Planning in the State is done department-wise, and is coordinated by the Department of Planning and Development at the state level, before the plans are passed on to the State Planning Board which is headed by the chief minister and comprises ministers and high officials from different departments of the state government. The department is headed by the development commissioner and its Evaluation and Monitoring Cell is looked after by a deputy director who is assisted by research officers and senior research assistants.

To look after educational planning in the State, the organisational set-up consists of a Planning Cell at the directorate level which is headed by the joint director of public instruction and comprises statistical personnel and office staff. At the district level, the district head of the Education Department, that is, deputy director of public Instruction, is incharge of educational planning. As there is no planning cell at the district level, district heads get information and data from their subordinates posted at subdivision, circle and institutional levels.

Educational planning in the State is decentralised to some extent and planning exercises are carried out at different levels, with the plan proposals being initiated at the grass-root level. At the initial stage, the plans are formulated by the local bodies, that is, gram-panchayats at the village level. These are then scrutinised by the anchal samities and sent to the zilla parishads at the district level, where they are further scrutinised and revised under the supervision and guidance of the DDPI, to be incorporated in respective district plans. The final incorporation is done by the State Planning Board in accordance with guidelines received from the Centre, that is, the Planning Commission and also on the basis of available financial and other resources.

Thus, in the State, the system of educational planning involves the three tiers of the Panchayati Raj System- educational administrators at the district and state level; the Planning Cell of the Directorate of Public Instruction; the secretary of education, the Department of Planning and Development and the State Planning Board.

Process of Plan Formulation and Finalisation

The scope and range of educational planning in Arunachal Pradesh is rather wide, as it is in all other north-eastern states, which are developing and have a long way to go in order to be on equal footing with the rest of the country. Educational planning in the State is difficult in the sense that almost everything is being started afresh now, because till the recent past, the region was remote, inaccessible and little known to other parts of the country. Therefore, educational planning in the State has to be carried out judiciously, keeping in mind the limited available resources - both human as well as money. According to the National Policy on Education (1986), provisions have to be made for pre-school centres and community schools to achieve the objective of universalisation of elementary education within the stipulated time-frame. These provisions acquire immense importance due to the fact that in the State, there are numerous habitations with population of less than 100, where a regular primary school may not be feasible.

Owing to a wide range and scope of educational planning in Arunachal Pradesh, plan proposals are initiated right at the grass-root level. For opening a new primary school, pre-primary centre or community school and for upgrading a primary school to middle or

opening a new middle school, the proposals are made in the gram panchayat at the village level and submitted to respective anchal samities, where they are scrutinised in view of the criteria fixed by the Education Department. After scrutiny, anchal samitis forward the proposals with appropriate recommendations to the zilla parishads where they are again thoroughly scrutinised in the light of feasibility tests, administrative considerations, political push and pull, guidelines of the zilla parishad, literacy status of the area, priority norms and availability of finance before being incorporated in the district plan.

Usually, the proposal for opening an inter-village primary school, new middle school or upgrading primary school to middle school and middle to secondary and higher secondary schools, is put forth by the concerned anchal samities and submitted to the zilla parishad which scrutinises it in the light of the norms before incorporating these proposals into the district plan. The proposals, in respect of existing educational institutions functioning within the district, are made by the heads of the respective institutions and submitted to the head of the district directly.

The deputy director of public instruction compiles all the scrutinised and approved proposals and sends them to the director of public instruction for further action. The proposals of the Buniyadi Shiksha Bhavan, Changlang and other institutions are submitted to the director of public instruction directly. The grants-in-aid components are also submitted to the director of public instruction by educational institutions run by voluntary organisations.

The Planning Cell then reviews proposals/schemes received from the districts, schools and other institutions. While scrutinising and compiling the proposals, the planning cell of the director of public instruction bears in mind the centrally sponsored schemes, the plan outlay and guidelines communicated by the Department of Planning and Development, Government of Arunachal Pradesh, to make necessary plan provisions. During the examination of the plan proposals, the director of public instruction has to adopt priority norms along with other requirements. The scrutinised and compiled plan proposals are then ready for discussion at the State Planning Board with the endorsement of the education secretary. After the State Planning Board's approval, the plan proposals become the plan of the Department of Education of the Government of Arunachal Pradesh.

The Department of Planning and Development supplies a proforma to different functionaries at various levels for drafting the plan proposals and submission to the department. The director of public instruction too communicates to and receives communication from the various functionaries at different levels by means of a set of proforma. Other than this, no pre or post planning study or analysis of the received data is made and there is no provision for monitoring and evaluating the plans.

No modern techniques of educational planning are used in the State; only simple compilation of data is resorted to. There is no organisational provision to apply corrective measures, if needed, at the mid-stage of implementation of plans and programmes. Ad hoc arrangements are made in case such a measure becomes indispensable.

Decentralisation of the Planning System

Educational planning in the State is decentralised to a certain extent, in the sense that plan proposals are formulated at different levels and by different functionaries, starting at the grass-root level. The director of public instruction at the Directorate coordinates all the steps and functions related to educational planning; and ultimately the Department of Planning and Development takes over. In accordance with the stipulated division of functions, the development commissioner of the State functions as an effective link between the State Planning Board and the director of public instruction. The development commissioner sends directives regarding planning, through the education secretary to the Department of Education. The Directorate prepares the plan in accordance with the guidance of the Department of Planning and Development and submits it to the secretary of education for scrutiny and approval; it is then sent to the Department of Planning and Development for final discussion and approval at the State Planning Board.

After the final approval by the State Planning Board, the plan is ready for execution by different agencies. The approved plan is sent to the deputy directors of public instruction who are the district heads and manage all educational affairs in their respective districts. The institutional heads also play a significant role in the execution of the plan. The functionaries at the district level and at the institutional level execute the plan according to the rules and guidelines given in the plan

document. These officers have certain financial powers delegated to them by the state government, and make monetary sanctions within their respective limits. If any financial sanction beyond the concerned officer's limit is needed, he has to seek the permission of the relevant higher authority.

In each district, the deputy commissioner/additional deputy commissioner acts as the overall administrative head of the district. The department heads in the district are required to seek administrative approval of the former depending upon the nature of the item and size of the amount in question. In case any alteration or deletion of planning item is required during implementation, it is referred to the director of public instruction at Itanagar through the concerned deputy commissioner. If the director of public instruction does not have the power to make the alteration/addition required, it is referred to the education secretary, the development commissioner and State Planning Board.

The district functionaries are adequately independent in their daily functioning and have their own official machinery, manpower, finance, other equipments and statutory powers. The personnel of the department in the districts are under the control of the district heads of the department but the highest authority is the director of public instruction.

In matters related to the execution of educational plans at institutional levels, the heads are independent in their day to day functioning. The principals of higher secondary schools are more independent as compared to the headmasters of secondary schools. However, they maintain proper co-ordination with the district heads of the Department of Education. The heads of the middle and primary schools, however, are not that independent. They function under the direct administrative control of the deputy director of public instruction in charge of the district.

Linkages with Other Sectors of Planning

A sectoral approach of planning is practised in Arunachal Pradesh with an accent on departmental planning. Since the practice of precise calculation for manpower requirement and linking the same with the Plan of Education is conspicuously absent, room for co-ordination of the Education Department with other departments does not exist except

with the Department of Planning and Development, which co-ordinates the entire plan exercise of all the departments in the State.

There is a separate Directorate of Manpower and Employment in the State. The affairs relating to labour and employment are looked after by the Labour and Employment Exchange cells attached to the office of the deputy commissioners in the districts. At the state level, the Department of Planning and Development co-ordinates with the heads of the departments to get data on expected/proposed vacancies and compiles the data received from the different departments, which is reflected in plan documents of the State inclusive of the five year plan and the annual operating plan. Finally, the planning and development commissioner puts up the plan document in which manpower requirements of different departments during the period are also incorporated at the State Planning Board. The State Planning Board scrutinises the manpower requirements vis-a-vis the development plan programmes of the respective departments and finally accords approval to the scrutinised vacancies. However, co-ordination effected by the Department of Planning and Development, is in a very raw form. Mere compilation of vacancies arising on account of plan programmes may not help as the functional linkage is absent. It lacks organic linkages with the plan programmes and manpower requirements and fails to have any impact on the formulation of plan programmes.

Criteria for Expansion and Rationalisation of Educational Facilities

For expansion and rationalisation of educational facilities like opening of new schools, supplying teaching-learning materials and appointing additional teachers, the existing situation as reported by officers, is first examined and the need assessed. On the basis of these assessments and the plans formulated by gram panchayats, anchal samitis and zilla parishads, and submitted to the deputy director of public instruction who is the chief administrator in a district, further steps are taken for expansion of educational facilities, and their rationalisation is planned. Thus (a) need, (b) situational demands, (c) certain demographic data, (d) number of school going children and (e) coverage of existing facilities are the main criteria for expansion of educational facilities.

The Education Department follows definite norms regarding the

opening of new educational institutions and upgradation of the existing ones. The New Education Policy, 1986, provides guidelines for fixing priorities of educational programmes and establishment of primary schools. In the State, villages or settlements with population of less than 100 do not have any primary school facilities. In view of this, the proposal of opening pre-school education centres and community schools have been adopted. At present, 249 pre-school education centres are functioning in the State. A village, in order to open a new primary school, must have a population of 200, comprising both the sexes of all ages, and must be more than a kilometre away from the existing primary school. The village has to assure a minimum of 25 to 30 enrolment of either sex. At the initial stage, the villagers have to provide school building and teachers' quarters, made by them from local materials and also drinking water. Though earlier the villagers were to provide land for schools free of cost, at present, the villagers, whose land is used, are paid a compensatory allowance of Rs. 2.50 per square metre. Unless these norms and conditions are satisfied by a village, the villagers' demand for a school is not accepted.

While upgrading a primary school to a middle school, certain criteria are taken into consideration. These include :

- The village locality should not have an upper primary school within a radius of 3 kilometers;
- The number of students in class V must not be less than 15;
- The villagers of the locality in question must assure to initially construct school and hostel buildings;
- The villagers of the locality must also assure to provide additional land required for upgradation of a primary school to middle school;
- The upgradation demand has to be recommended by the concerned anchal samity and the zilla parishad; and
- The locality must also possess medical facilities.

The norms followed for upgradation of a middle school to secondary school are:

- Non-existence of secondary education facility within the radius of 8 kilometers;
- Number of feeder middle schools with reasonable enrolments in the locality;

- Availability of additional land required on account of upgradation; and
- Recommendation by anchal samity and zilla parishad for upgradation of middle school to secondary school.

The opening of new schools by voluntary organisations is governed by norms laid down under the state government's scheme of grant-in-aid. The Department of Education has decided to continue the scheme of sanctioning grant-in-aid to the voluntary organisations for opening new schools, particularly in educationally backward areas of the State. It has made provisions for the same in the Eighth Five Year Plan also.

Norms and Standards

In each primary school comprising classes I to V, two teachers are the minimum requirement for more than one class being run at the same time. In middle schools consisting of classes VI to VIII, four teachers are considered minimum in addition to the teaching staff of the primary section. In secondary schools consisting of classes I to X, other than the staff for primary and middle school section, four teachers comprising two Science teachers and two Arts teachers are the minimum requirement and for each additional section of 40 students, another two junior teachers. In higher secondary schools, the norm is the same as that for secondary schools, plus one senior teacher for each subject. For an increase of every 40 students in a particular subject, one additional senior teacher is provided. In general, for the humanities stream, six senior subject teachers and for the science stream, four senior subject teachers are provided. The strength of the teaching staff thus varies from school to school depending on the student enrolment size and the subjects offered.

Size of Schools and Per Pupil Expenditure

Depending upon their location, schools differ in their size of enrolment. Generally, schools in remote villages and small habitations are quite naturally small. Compared to other states, Arunachal Pradesh is thinly populated. This is an important factor affecting the size of schools in the State.

In Table 11.1, per pupil expenditure in schools at different educational stages is shown.

Table 11.1
Per Pupil Expenditure at Current Prices

<i>School</i>	<i>Expenditure per pupil (In Rs.)</i>			
	<i>1974-75</i>		<i>1987-88</i>	
	<i>State</i>	<i>All India</i>	<i>State</i>	<i>All India</i>
Primary	232.0	83.0	1661.3	339.7
Middle	266.4	127.0	2262.4	422.7
Secondary/ Higher Secondary	576.3	235.6	3266.4*	754.6

*Higher Secondary not included.

- Sources: i) Education in India, 1974-75. Volume II, Government of India. Ministry of Human Resource Development, Department of Education, 1978.
- ii) Education in India, 1987-88. Volume II(s), Government of India, Ministry of Human Resource Development, Department of Education, 1993.

Evidently, per pupil expenditure in schools at different stages of education in the State was higher than the national averages in 1974-75 as well as in 1987-88. It jumped multifold from 232 to 1,661 as against increase in national average from 83 to 339 at primary stage, from 266 to 2,262 against all India average from 127 to 422 at middle stage, and from 576 to 3,266 as against total country average from 235 to 754 at secondary stage over these years. The increase in per pupil expenditure in the State has thus been phenomenal vis-a-vis increase at national level at all stages of school education.

Planning and Management of Centrally Sponsored Schemes

Since proper education is essential and also crucial during the early years of a child, which happen to be the most formative period of his life, the state government initiated a number of schemes, some in the way of incentives, to retain children in schools and some for providing them with better educational facilities. A few of the schemes are centrally sponsored and the others are sponsored by the state government in partnership with the central government. Two major

centrally sponsored schemes are: (a) Integrated Child Development Scheme and (b) Operation Blackboard.

Integrated Child Development Scheme

The Early Childhood Care and Education Services (ECCE) have started a number of programmes, of which the biggest one for the 3 to 5 years age group is the Integrated Child Development Scheme. This programme includes pre-school education content and aims at laying the foundations of proper psychological, physical and social development of the child.

The ICDS also aims at providing education to this age-group through non-formal means. Generally, in an 'anganwadi' about 40 children in the age-group 3 - 5 years are covered for pre-school activities, according to this scheme, and about 100 centres are covered in one project. At the beginning of 1990, there were 25 such projects in the State of which 20 were in full operation. In 1990-91, 11 new projects were allocated to the State, and it is now fully covered by ICD scheme with 36 projects comprising 3600 centres all over Arunachal Pradesh.

Training has been identified as the weakest point of ICDS. To strengthen it, the central government has made certain suggestions including: (a) field based training of anganwadi workers, (b) development of teaching aids for trainers and trainees, and (c) sufficient materials for children's picture books, charts, etc.

Operation Blackboard

This centrally sponsored scheme aims at providing all primary schools with the essential teaching-learning material namely blackboards, maps, charts, a small library, toys, games and equipments for work experience.

According to the specifications laid down under the scheme, every primary school must have two reasonably large rooms—each of 30 sq. meter in area—usable in all weathers, with a deep 'verandah' of approximately 9-10 feet alongwith separate toilets for boys and girls. In this regard, some modifications have been made because of local conditions. Till September, 1989, 353 schools were provided with the facilities under phase-I, and 244 more schools under phase - II.

Certain difficulties are faced by schools in the implementation of

this scheme, the most important one being that essential items are not available in the State as a result of which the work suffers.

Some of the other centrally sponsored schemes being implemented by the Directorate are as follows:

- National Service Scheme;
- Construction of girls' hostel;
- State Resource Centre (Adult Education);
- Jana Shikshan Nilayams;
- Strengthening of administrative structure for adult education;
- Rural Functional Literacy Projects;
- Appointment of Hindi teachers;
- Establishment of District Institute of Education and Training (DIET);
- Environmental orientation to education;
- Improvement of Science and Mathematics education;
- Educational technology; and
- Computer education.

All the schemes except those regarding construction of girls hostels, State Resource Centre and National Service Scheme are being implemented with hundred per cent central government assistance. Sponsorship of these three schemes is shared by the central and state governments.

Problems and Suggestions

Since in Arunachal Pradesh, department-wise planning is practised, the practice of linking manpower requirement with that of educational plans is missing. There is no coordination between the Department of Education and other departments, except the Department of Planning and Development, and that too because the latter coordinates the entire planning process in all the departments of the State with regard to the plan allocation and the guidelines provided.

Coordination activity of the Department of Planning and Development is restricted to mere compilation of vacancies resulting from plan programmes. A systematic link between plan programmes and manpower requirements is absent. It does not have any conspicuous impact on the formulation of the plan programmes of the Department of Education. It may therefore be inferred that like all other departments of the State, the Department of Education also plans in

isolation and there is no horizontal link between various departments of the State although Education provides the base to all developments. It is suggested that a horizontal link be established among all the departments so that educational planning may be done in a comprehensive manner by looking at the future needs from all perspectives.

Chapter 12

Inspection and Supervision

Inspection and supervision of institutions play a key role in the administration of education. Conducted scientifically and purposefully, they can enhance the quality of school education by pinpointing remedial action.

Set-up of Educational Inspectorate

Though all matters pertaining to administration of education in the State are looked after by the Directorate of Public Instruction headed by the director of public instruction, the deputy directors at the district level are incharge of educational administration in the districts and execute all decisions taken at the Directorate. The district level administrative set-up (Figure 5.2) functions according to the stipulations of the Directorate of Public Instruction and provides an effective link between the field functionaries, institutional heads, etc. and the Directorate. The deputy directors are incharge of the inspection and supervision of all schools upto higher secondary level. They are assisted in these matters by the assistant district education officers and adult education supervisors, who generally look after the inspection and supervision of all primary and middle schools in the specific block under them. Under these officers, there is a statistical assistant and the office staff.

Control of Supervisory Staff

The deputy directors of the Department of Education, who are incharge of the respective districts, have total control over the staff at

the particular inspectorate, and all members of the staff including assistant district education officers and adult education supervisors, report to their respective deputy directors. In the State there is no duality of control over the supervisory staff.

Subject Supervision

The deputy director of public instruction conducts panel inspection of secondary and higher secondary schools. The headmasters of various schools and relevant subject specialists drawn from higher secondary schools along with the deputy director comprise the panel.

During the inspection of a school, emphasis is on investigating whether the physical and financial targets have been achieved or not. Teaching methods used in the school, quality of teaching in general or quality of teaching a specific subject are not kept in focus. In fact, subject supervision does not receive any attention from the inspecting teams and the districts have requested for the inclusion of subject specialists in the panel that visits the schools and also for subject supervision to be carried on in right earnest at the secondary and higher secondary levels.

Inspection Reports, Analysis and Follow-up

As soon as inspection of schools is over, the inspecting officers submit inspection reports to the controlling officers. These inspection reports are supposed to contain vital information like enrolment of students, strength of staff, examination results of the last three years, achievement of schedule of work, difficulties encountered by the school etc. In reality, however, due to shortage of time at the disposal of the inspecting officers, most of the forms are returned blank. Even if they are filled up, certain vital information is generally missing. Consequently, neither proper follow-up action based on inspection reports nor any decision regarding improvement of the school can be taken. The very purpose of inspection and supervision of schools thus gets defeated.

Frequency of Inspections

Generally, in a calender year, an educational institution is inspected twice, once at the beginning of the year and then again at the end of it. For inspecting a primary school, a day is enough; for a middle

school at least two days and three days for a secondary or higher secondary school.

It is difficult to maintain this frequency of inspecting a school twice a year, particularly in case of schools located in remote and interior parts of the State. Other factors affecting frequency of inspection of schools are inadequate number of inspecting officers and lack of proper transport facilities for these officers.

Since all officers at the inspectorate are always under heavy pressure of work, the need for modernising the inspection and supervision process is acutely felt.

Activity Profile of Inspecting Officers

During the field survey, it was observed that education officers at the inspectorate are engaged in a number of activities including office work, receiving visitors, attending meetings and supervising educational institutions. The percentage of time spent on each of these activities differs from officer to officer. Activity profiles of area level officers of Along Community Development Block during the First and the Second Survey is given in Table 12.1. It is also depicted diagrammatically in Figure 12.1. According to the Second Survey, 60 per cent of the officer's time is taken up by office work, while only 20 per cent of the total time is spent on inspecting and visiting schools, which as per the First Survey was 30 per cent for supervision and inspection.

Inspection Proforma

The Department of Education realised that the present arrangement of inspection and supervision failed to serve the purpose. Its notification No.EDA.258/79-80 dated December 1988, (Appendix IX) expressed a similar view. Subsequent to this, the director of public instruction emphasised certain aspects of institutional management which have an indirect bearing on inspection of schools. These are:

- The principals/headmasters should be aware of various thrust areas for improving the quality of education as envisaged in the National Education Policy of 1986;
- The principals/headmasters should be conversant with the process of human resource development and extend necessary guidance to teachers and students;
- The principals/headmasters should use effectively the resources, both human as well as material; and

ARUNACHAL PRADESH
COMPARISON OF ACTIVITY PROFILE OF INSPECTING OFFICER OF ALONG
COMMUNITY DEVELOPMENT BLOCK

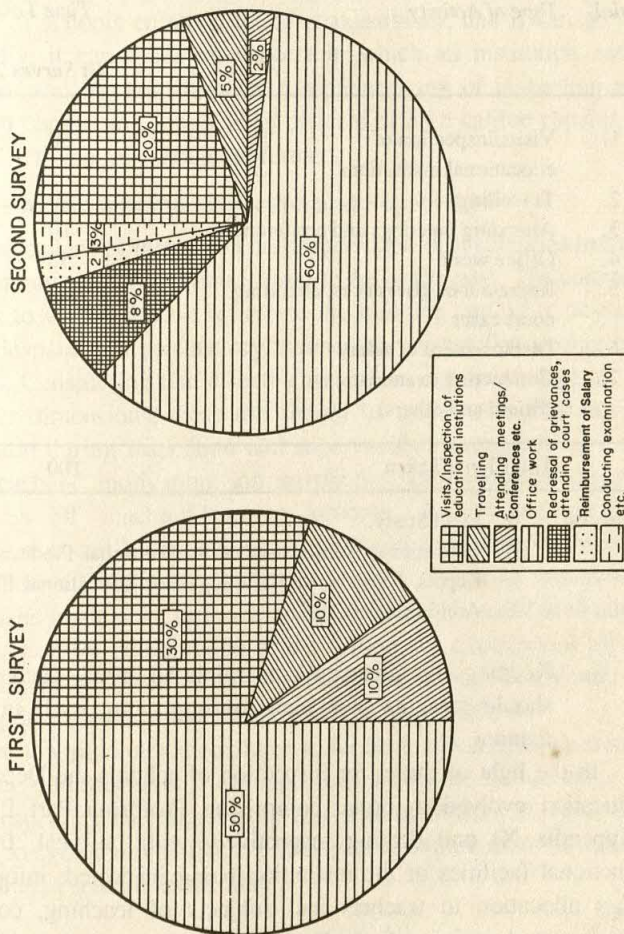


Fig 12.1

Table 12.1
Activity Profile of Inspecting Officer of Along Community Development
Block: 1st and 2nd Survey

Serial No.	Type of Activity	Time Taken (in %)	
		1st Survey	2nd Survey
1.	Visits/inspection of educational institutions	30	20
2.	Travelling	10	5
3.	Attending meetings and conferences	10	2
4.	Office work	50	60
5.	Redressal of grievances, attending court cases	-	8
6.	Disbursement of salary	-	2
7.	Conducting examinations (Board and others)	-	3
Total Time Taken		100	100

- Sources:**
- i) Field Study.
 - ii) Educational Administration in Arunachal Pradesh, A Survey Report, National Staff College For Educational Planners and Administrators, 1975.

— Keeping the financial constraints in mind, each institution should have its own plan for improving itself in a phased manner.

In the light of these, for inspection of schools the Department of Education evolved a format comprising Proforma Part I, II and III (Appendix X) and dealing respectively with physical, factual and functional facilities of the institution being inspected; information of class allocation to teachers and subjects of teaching, coverage of syllabus and review of results of the students; and an 'Inspection Sheet', to be filled up by the head of the educational institution. The emphasis is also on the follow-up of observations/recommendations of the inspecting officers during the preceding inspection.

Officers of the Department of Education are of the view that this proforma has certain flaws. It lays undue emphasis on acquiring data

related to the establishment and physical facilities of the institution being inspected. The proforma needs modification in order to cull out maximum information which can help in doing justice to the very purpose for which schools are inspected. The officers feel that inspection of schools entails a lot of responsibility, and if carried out scientifically, it can focus on aspects in which an institution needs redemption; and for that purpose, a separate wing of inspection and supervision comprising senior level officers of high calibre capable of doing justice to the job, should be formed.

Innovative Approaches to Inspection and Supervision

The procedure of inspection and supervision of institutions has not changed in any way from what it used to be in the past. The common practice is to visit a school, scrutinise the building and other physical facilities, inspect in a perfunctory manner its general functioning and evaluate it. Considering that effectiveness of an institution depends on many other dimensions, these too should be assessed and taken into consideration during inspection and supervision. Among others, these include: teachers' motivation, job satisfaction, organisational climate, effectiveness of teaching-learning process, etc. If schools are objectively assessed by evaluating these dimensions which contribute towards their effectiveness, instead of mere subjective assessment through visits made once or twice a year, it might be possible to adopt remedial action for amelioration of the difficulties experienced by the school. The main objectives of inspection and supervision should be improving the efficiency and effectiveness of its operations.

No worthwhile innovations have so far been adopted in this area of educational administration. Attempts are however, being made to improve inspecting and supervisory activities of officers at the district level, and to evolve more effective strategies to exploit them for raising the standards of schools in the State.

Chapter 13

Academic Inputs and Support Services

For the management of the academic aspects of education in Arunachal Pradesh, a number of organisations have been set-up. They provide academic support to the education system, and operate both at state and district levels. The main organisations and institutions responsible for management of the academic aspects of education at the state level are (a) the State Institute of Education at Changlang; and (b) the State Resource Centre at Itanagar. A proposal to upgrade the SIE to the status of SCERT is under consideration. A District Institute of Education and Training has also been set-up with central support.

State Institute of Education (SIE)

The SIE plays an important role in the academic management of the State's education. Its functions include review and revision of syllabi upto class VIII, preparation of teaching material, organisation of extension services like seminars and workshops as well as training programmes to reinforce the skill and knowledge of teachers, and carry out research oriented projects on subjects like curriculum development, teaching methodology, etc. Its staff consists of academic personnel who are specialists in different school subjects like English, Hindi, Mathematics, Physics, Biology, Social Sciences, etc., non-teaching clerical staff and other subordinate officials.

The scales of pay for members of the staff at different levels of organisational hierarchy are shown in Table 13.1.

Table 13.1
Sanctioned Posts and Pay Scales of Staff of SIE

<i>Designation</i>	<i>Sanctioned Post</i>	<i>Pay scale</i>
Principal	1	Rs. 3000 — 5000
Vice-Principal	1	Rs. 2000 — 3500
Subject Specialist	6	Rs. 2000 — 3500
UDC	1	Rs. 1200 — 2040
LDC	1	Rs. 950 — 1500
Statistical Assistant	1	Rs. 1400 — 2300
Stenographer—III	1	Rs. 1200 — 2040
Driver	1	Rs. 950 — 1500
Peon	1	Rs. 750 — 840

The staff belonging to various categories are recruited and promoted according to government rules. The principal, who is in the rank of joint director of public instruction, is selected and promoted from the post of deputy director or principal of a higher secondary school, on the basis of merit and seniority, the essential requirements being the prescribed educational qualification and five years of qualifying service. If a suitable candidate is not available, then the Arunachal Pradesh Public Service Commission is required to select an officer for the post.

State Resource Centre (SRC)

A State Resource Centre has been functioning at Itanagar since 1989-90. The main function of the SRC is to impart training to the adult education functionaries and provide teaching-learning materials for adult education. Its staff consists of one deputy director of public instruction, one assistant director of public instruction, one artist and other subordinate staff.

District Institute of Education and Training (DIET)

The Basic Training Institute namely Buniyadi Siksha Bhawan at Changlang was upgraded to DIET during 1987-88. Details of the sanctioned posts and pay scales are given in Table 13.2.

Table 13.2
Number of Posts and Pay Scales : DIET

<i>S.No.</i>	<i>Designation</i>	<i>No. of posts</i>	<i>Pay scale</i>
1.	Principal	1	Rs. 3000 — 4500
2.	Sr. Lecturer	3	Rs. 2200 — 4000
3.	Jr. Lecturer	11	Rs. 2000 — 3500
4.	Superintendent	1	Rs. 1640 — 2900
5.	Accountant	1	Rs. 1200 — 2040
6.	Steno	1	Rs. 1200 — 2040
7.	Lab. Assistant	1	Rs. 950 — 1500

The posts of three senior lecturers or heads of the departments of academic branches of DIET sanctioned at the time of upgradation of the institute to DIET, are meant for:

1. The District Resource Unit for Adult Education (DRU);
2. Pre-Service Teacher Education for elementary stage (PSTE); and
3. Work Experience (WE).

All the posts in the category of senior lecturer are selection posts, selection being made by the departmental promotion committee and filled up 100 per cent by promotion on merit-cum-seniority basis from headmasters/vice principals with 5 years of regular service in the grade, failing which, by direct recruitment/transfer or deputation. In case of transfer or deputation, selection is made from among those with analogous post in other states/UT administration/central government institutions. The minimum qualifications for senior lecturers are a Master's degree in the relevant subject, degree/diploma in related area plus 5 years of work experience.

Preparation, Printing and Distribution of Textbooks

All the secondary and higher secondary schools managed by government as well as those with non-government managements, follow the CBSE syllabi and courses. Textbooks published by NCERT, CBSE and also by other publishers recommended by CBSE, are followed. At the elementary level of education, usually NCERT books are followed. However, to meet the needs and aspirations of the child

and to maintain and acquaint him with the social and cultural aspects, a few textbooks like New Dawn Reader Part I, II and III in English, Arun Bharati Part I, II and III in Hindi and Social Studies for Class III have been prepared specially by the NCERT for children attending primary classes in Arunachal Pradesh.

All the textbooks are procured by the Directorate of Public Instruction on the basis of the requirements submitted by the DDPIs of the districts. As soon as the requirement/indent is received from the district, the consolidated list of the requirement of textbooks is prepared and the necessary sanction obtained from the government. Most of the books are procured from NCERT, and an advance payment alongwith detailed list of requirement of textbooks to be despatched directly to the DDPI of the concerned district, is sent to the Council well ahead of the academic session so that textbooks can be made available to the students at the beginning of the session. In case of books to be procured from other publishers, the same procedure is followed; the only difference being that payment is made after receiving the books. As soon as books are received by the DDPIs from the concerned publishers, the DPI is informed about payment. Generally, schools located in towns and nearby areas collect the textbooks from the DDPI on receipt of information about their arrival. In case of schools in the interior places, books are sent through assistant district education officer/adult education supervisor and such officers responsible for the educational activities of the block.

Up to the upper primary stage, free textbooks are supplied to Arunachali tribal students. For secondary and higher secondary stages, students have to bear 25 per cent of the cost of books. Non-Arunachali students have to pay the full price of the books. Sale proceeds of text books are deposited in the treasury. Each school is expected to maintain necessary prescribed records and registers which are generally shown to the inspecting officer of the Directorate at the time of inspection.

In spite of sincere efforts made to ensure timely procurement and distribution of textbooks, some consignments of textbooks especially from NCERT and CBSE, are received quite late. Sometimes, due to certain reasons beyond their control, books are received after many months or even at the end of the session. This causes a serious set-back to the timely completion of the prescribed courses in schools and also leads to various complaints from students, teaching staff and public.

Some arrangement should therefore be made by the NCERT and CBSE to remove the bottleneck and ensure the despatch of textbooks at an appropriate time before the commencement of the academic session in the State.

Selection, Preparation, Procurement and Distribution of Teaching/Learning Materials

Teaching-learning materials and other items such as furniture and equipments are procured and supplied to the concerned schools according to government norms and standard scales subject to availability of funds. Mostly, sanctions are utilised by the concerned deputy director of public instruction of the district and principals of higher secondary schools according to financial rules and procedure laid down by the government. Open tenders are called; a board is constituted with the approval of the deputy commissioner in case of a district and the head of the department in case of state headquarters. The board opens the quotations, verifies the samples, examines the rates and quality of the articles and finally accords approval. Accordingly, a supply order is placed with the approved firm. As soon as the articles are received from the firm, they are verified with the samples by the board and supplied to the concerned schools. Articles which are procured at the Directorate are sent to the concerned deputy director of public instruction of the district, for onward supply/distribution to the schools according to their requirements and government sanction.

Curriculum, Courses and Syllabi

A national curriculum for elementary and secondary education has been prepared by the NCERT. This has been implemented in all the schools of the State on the basis of recommendations of the Central Board of Secondary Education (CBSE) and in a phased manner as shown below:

1988-89 - Textual material developed by NCERT for classes I, II and VI were introduced.

1989-90 - Text books developed by NCERT and CBSE according to revised curriculum for classes II, IV, VII, IX and XI were prescribed.

1990-91 - According to NCERT and CBSE guidelines, revised curriculum was implemented in classes V, VIII, X and XII.

Details of curricula at the different stages of education are as follows:

Pre-primary Education

Pre-school education of two years duration is provided for children belonging to the age group 4 to 5+. In pre-primary schools, no formal teaching of subjects is undertaken. To make the learning experience a joyous one, playway techniques, group activities and games are adopted to keep pre-school children occupied for three hours a day.

Elementary Education

Elementary education comprises primary classes I to V and upper primary classes VI to VIII. A primary school generally functions for five hours a day, out of which, four hours are spent on teaching. Value education and co-curricular activities occupy an important place. The subjects taught and percentage of time spent in the teaching of each subject is as follows:

i) English	30%
ii) Hindi	15%
iii) Mathematics	15%
iv) Environmental Studies	20%
v) Work Experience	10%
vi) Health/Physical Education & Value Education	10%

At the upper primary stage, school functions for six hours a day, out of which five hours are spent on teaching. Various subjects taught at this stage and teaching time allotted for each, is as follows:

i) English	}	32%
ii) Hindi		
iii) 3rd Language		
iv) Mathematics		12%
v) Science		12%
vi) Social Science		12%
vii) Work Experience		12%
viii) Art Education		10%
ix) Health/Physical Education and Value Education	}	10%

Secondary Education

Secondary education consists of classes IX and X, and the duration of the school is six hours a day. Five hours are spent on teaching and each period is of forty minutes duration. The remaining one hour is spent on morning assembly and recess. The areas of learning and the classes allotted per week for teaching these subjects, are as follows:

i)	English (Course A)	- 6	periods
ii)	Hindi (Course B)	- 5	"
iii)	3rd Language(Sanskrit)	- 2	"
iv)	Mathematics	- 8	"
v)	Science	- 10	"
vi)	Social Science	- 9	"
	a) History & Geography-Class IX & X		
	b) Economics - Class IX only		
	c) Civics - Class X only		
vii)	Work Experience	- 2 + 2	periods (time spent outside school hours)
viii)	Art Education	- 2	periods
ix)	Health and Physical Education, Value education	- 2	periods
Total		48	Periods
a) Science Stream			
i)	Compulsory subject - English (Core)	- 7	periods
ii)	Elective I - Physics	- 9	"
iii)	Elective II- Chemistry	- 9	"
iv)	Elective III - Mathematics	- 9	"
v)	Elective IV - Biology(in place of 2nd language)	- 9	"
vi)	General Studies	- 3	periods
vii)	Work experience	- 2 + 2	periods (time spent outside school hours)
viii)	Health and Physical Education	- 2	periods
ix)	Value education	- 2	periods
Total		54	periods

The higher secondary stage comprises classes XI and XII. A student chooses according to ability and performance, any one of the three streams, namely Science, Humanities or Vocational. The subjects taught in different streams fall under two broad groups - Core and Elective. For all streams, there are elective subjects which a student chooses. The common curriculum for all is English(Core), General Studies, Work Experience, Health and Physical Education and Value Education.

The state government has already decided to introduce Sanskrit as 3rd language in the schools in a phased manner. Accordingly, it was introduced in Class VI in 1990-91. Prior to that Assamese/Sanskrit was the 3rd language. The government has also decided to develop the local dialects and prepare graded books for introduction as 3rd language in a phased manner from 1992-93. twenty major dialects have so far been identified for development of learning materials. A separate wing regarding textbook production has been opened.

System of Pupil Evaluation

In order to improve the quality of education, the system of continuous evaluation has been adopted by schools at different educational levels.

Since secondary and higher secondary schools have been affiliated to the Central Board of Secondary Education, students have to appear in the All India Secondary School Examination for class X and All India Senior School Certificate Examination for class XII. The Directorate conducts examinations only for the students of class V, VIII, IX, and XI. Respective schools conduct examinations for classes I to IV, VI and VII.

The weightage of periodic tests/assignment etc. in respect of classes I to IX and XI are as follows:

- | | |
|------------------------------|-------|
| i) Unit test | - 10% |
| ii) Assignment/Home work | - 10% |
| iii) Half yearly examination | - 20% |
| iv) Annual examination | - 60% |

A student has to secure 35% marks in total in each subject and 25% marks in the external/annual examinations. In case of 3rd language, SUPW/Work Experience, tests are conducted internally by the concerned school before commencement of the external examination and grades on a 7 point scale are awarded.

For smooth conduct of primary, middle, secondary and higher secondary examination, two district organising committees have been constituted with the following members:

Committee for Primary and Middle Examination:

- | | |
|--------------------------------------|------------|
| i) DDPI | - Chairman |
| ii) Principal of H.S. School | - Member |
| iii) Headmaster of Sec. School | - Member |
| iv) Teacher-in-charge of Pry. School | - Member |
| v) Headmaster of Middle School | - Member |

Committee for Secondary and HS School Examination

- | | |
|------------------------------------|-----------------|
| i) Deputy Commissioner | - Chairman |
| ii) Principal of H.S. School | - Vice-Chairman |
| iii) DDPI - Member -Secretary | |
| iv) Headmaster of Secondary School | - Member |

These two committees have the responsibility to fix the examination centres, appoint the centre superintendents, get examinees' answer scripts evaluated, and compile, finalise and declare the results. Question papers and answer scripts for Primary and Middle examinations are supplied to the deputy director of public instruction of the concerned districts by the Directorate before commencement of the examinations. In case of Secondary and Higher Secondary Examinations, they are supplied to the principal, higher secondary school and the vice-chairman of the organising committee.

Centre charges are admissible to each centre for procuring necessary examination materials. The examiners get the remuneration for evaluating the answer scripts. According to government norms, TA/DA is paid to the centre superintendents and invigilators.

In case of secondary and higher secondary examinations, students who fail in one subject, have to sit for a compartmental examination. Compartmental examination is conducted by the concerned principal/headmaster in the month of July, at the beginning of the new session. For class IX and XI examinations, an examination fee of Rs. 25 per student is collected. Examination fee alongwith a list of candidates is sent to the Directorate by the concerned deputy director of public instruction/principals well in advance. Setting of question papers, moderation, and printing are arranged by the Directorate.

Open Learning System

To provide the facility of education to those who are compelled to leave school due to some reasons but want to improve their qualification, 3 Open School centres under National Open School (NOS) have been opened at the district headquarters. Open School centres function according to NOS guidelines and instructions.

Educational Technology

The National Policy on Education 1986, has emphasised on quality of education, and in that educational technology occupies an important place. Education Department has started the following schemes:

- Under the CLASS Project Scheme, computer education has been started in eight higher secondary schools;
- TV/VCR alongwith cassettes containing UGC and teachers' training materials are supplied to the deputy directors of public instruction for conducting various training programmes in the district;
- Integrated Science Kit is supplied to almost all the middle schools;
- Environmental Orientation programme has been started in two higher secondary schools; and
- Science journals/magazines and books have been supplied to the libraries of twenty-two secondary and higher secondary schools and the remaining ones are being covered in a phased manner under this scheme.

Further, the department has taken action regarding supply of TVs, VCRs and Radio Cum Cassette recorders to training centres under various schemes to improve quality of teacher education and adult education.

Institutional Arrangements for Research and Development

Although research and development are important objectives to be taken care of specially by the State Institute of Education, due to lack of proper staff and other infrastructural facilities no substantial research work has been undertaken so far at any level in the State.

Research Studies Undertaken in Planning and Management

Various projects/surveys have been undertaken from time to time

as per guidelines and direction of the central government and national institutes like NIEPA and NCERT and the findings are usually used for planning and management of various schemes to be introduced in the State.

Chapter 14

Institutional Planning and Management

Of late, India has been encountering myriads of problems, amongst which the one needing maximum attention is perhaps that of providing education to its growing multitudes. The magnitude of this task is compounded further by the constraints of limited physical and financial resources.

To achieve the target of providing education to the people inspite of these constraints, and lay the foundation of education at a time of change and transition, which, India as a developing country is now going through, the task of ensuring effective functioning of schools is difficult and complex, requiring ingenuity on the part of educators. The extent to which an institution succeeds in managing personnel, money and information, ultimately depends on the leadership that it has. Institutional planning provides a mechanism for promoting this leadership and facilitating long term development of an institution, the direction that change should take, the priority tasks that must be accomplished within a specified time-frame and the maximum utilisation of material and manpower resources.

System of Institutional Planning, Management and Self-Evaluation

In Arunachal Pradesh, educational planning begins at the institutional level. The heads of institutes assess the needs of the institutions and make proposals, which are submitted to the deputy director of public instruction incharge of a particular district. The DDPI

coordinates the planning exercises within the district and with the director of public instruction at the state level, after scrutinising the plan at the district level, incorporates it in the district plan for further scrutiny and final approval by the State Planning Board. However, in the strict sense of the term, at present, institutional planning and management is not being practised in the State.

The heads of schools manage the institutions according to the stipulations from the Directorate. Any matter related to institutional planning, like the upgradation of schools, provision of building and other facilities get guided by the DPI's policy decisions, which in turn are formulated under the direction of the secretary and minister for education. Sometimes, the entire cabinet gets involved. Even details like fixing teaching hours, co-curricular programmes etc, which are essentially internal matters of a particular institution are managed according to the DPI's stipulations. The heads of schools enjoy almost no freedom in managing matters of the school. It may be said that institutional planning is not carried out in any government institution at any level of education. However, in schools run by voluntary organisations, institutional planning is exercised to a certain extent, but under the strict guidance and supervision of governing bodies/management committees, keeping in view the directives of the Department of Education.

In the absence of systematic planning at the institutional level, annual or periodic assessment of performance of schools is not yet in vogue and it appears that the concept of institutional self-evaluation has also not been tried out widely in the State so far. The system of self-appraisal exists in about 82 per cent of schools belonging to different stages of education and under government and non-government management. Self-evaluation is generally carried out through scrutiny and assessment of examination results, and the annual confidential reports of the staff.

Profile of Heads of Schools

A study of the profile of the heads of sample schools under different managements seems interesting. Their percentage in rural areas is 84.8 and of these, 50 per cent are trained; in urban areas, their percentage is 15.2 and all of them are trained. Irrespective of the location of schools 42.3 per cent are male and 28.5 per cent are female

heads with majority (63.2%) of them holding B.Ed degree, and a small percentage having Junior Basic Training or Elementary Teacher Training Certificate(36.8%). Their experience ranges between 5 to 20 years.

The distribution of heads according to the nature of service, that is, permanent, quasi-permanent or temporary, is shown in Table 14.1.

Table 14.1
Distribution of Heads According to Nature of Service

<i>Nature of Service</i>	<i>Percentage of Heads In</i>	
	<i>Rural Schools</i>	<i>Urban Schools</i>
Permanent	50.0	100
Quasi-permanent	30.3	-
Temporary	15.1	-
Officiating	4.6	-

Source: Field Study

All heads of schools located in urban areas are in permanent position, whereas in the schools located in rural areas, only 50 per cent have permanent posts and the remaining hold quasi-permanent and temporary posts; of them about 5 per cent are merely officiating as heads. This seems to imply that in urban areas, mostly senior personnel get posted and heads of urban schools have more security in their jobs as compared to their counterparts in rural areas.

Activity Profile of Heads of Schools

In general, the daily schedule of heads of educational institutions in rural as well as urban areas comprise various activities like meeting parents and members of the community, office work, scrutinising records related to finance, teaching, supervising, maintaining discipline etc. The time spent by heads of the sample institutions at different levels of education, on different activities, is given in Table 14.2.

In primary as well as middle schools, a major part, that is about 70 per cent of the head's time is spent on teaching and the remaining is spent almost equally on different administrative jobs, supervisory work and maintenance of discipline.

Table 14.2
Activity Profile of Heads of Primary and Middle Schools

Activity	Percentage of Time Spent by Heads of	
	Govt./Local Body Primary School	Govt./Local Body Middle School
Meeting parents and public	5.7	5.0
Office work (including scrutiny of records)	4.7	8.0
Teaching	73.7	70.0
Supervision	8.3	9.0
Maintenance of discipline	7.6	8.0
Total time	100	100

Source: Field Study

The activity profiles of principals of secondary schools and higher secondary schools under government management are shown in Table 14.3.

Table 14.3
Activity Profile of Heads of Government Secondary and Higher Secondary Schools

Activity	Percentage of Time Spent by Heads of	
	Govt. Sec. Schools	Govt. Hlr. Sec. Schools
Meeting parents and public	8.0	14.5
Office work (including scrutiny of records)	20.0	38.5
Teaching	45.0	4.0
Supervision	12.0	21.5
Maintenance of discipline	10.0	16.5
Miscellaneous	5.0	5.0
Total Time	100	100

Source: Field Study

As revealed by Figure 14.1, in secondary schools, heads spend a considerable per cent of their time on teaching (45 per cent); office work takes 20 per cent of their time; and in meeting parents, supervisory work, maintenance of discipline and miscellaneous activities, 8,12,10 and 5 per cent of their time is devoted. In higher secondary schools, however, administrative duties take up a major part of their time and only 4 per cent of their time is spent on teaching.

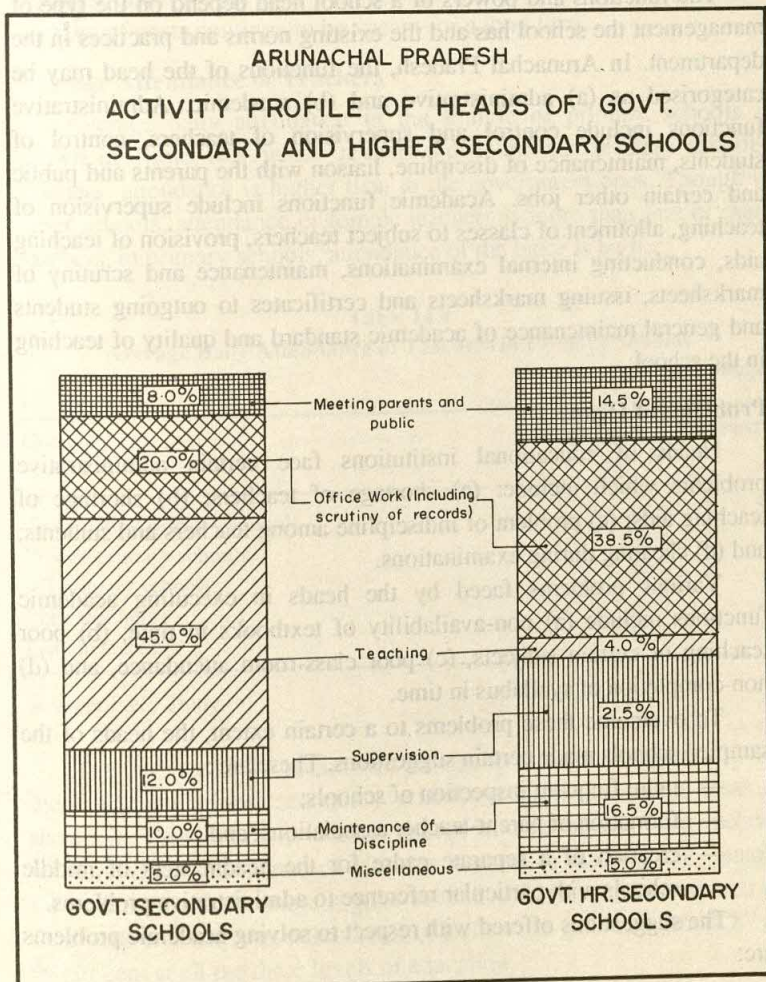


Fig. 14.1

Comparing the time allocation of heads of different categories of institutions, that is primary, middle, secondary and higher secondary, it may be inferred that at the higher stages of school education, that is secondary and higher secondary, more time is devoted by heads to meeting parents and public and in office and administrative jobs. As a consequence, time devoted to teaching gets reduced drastically.

Administrative and Financial Powers

The functions and powers of a school head depend on the type of management the school has and the existing norms and practices in the department. In Arunachal Pradesh, the functions of the head may be categorised as (a) administrative and (b) academic. Administrative functions include control and supervision of teachers, control of students, maintenance of discipline, liaison with the parents and public and certain other jobs. Academic functions include supervision of teaching, allotment of classes to subject teachers, provision of teaching aids, conducting internal examinations, maintenance and scrutiny of marksheets, issuing marksheets and certificates to outgoing students and general maintenance of academic standard and quality of teaching in the school.

Problems of Heads

Heads of educational institutions face certain administrative problems which include: (a) shortage of teachers; (b) shortage of teaching aids; (c) problem of indiscipline among teachers and students; and (d) cheating during examinations.

Various problems faced by the heads in executing academic functions include (a) non-availability of textbooks in time, (b) poor teaching of certain subjects, (c) poor class-room attendance, and (d) non-completion of syllabus in time.

To overcome these problems to a certain extent, the heads of the sampled schools made certain suggestions. These are :

- more frequent inspection of schools;
- formation of parent-teacher associations; and
- creation of a separate cadre for the headmasters of middle schools with particular reference to administrative problems.

The suggestions offered with respect to solving academic problems are:

- timely supply of textbooks;
- posting of subject teachers; and
- posting adequate number of teachers in the institution.

Vacant Posts of Teachers

The total number of sanctioned posts of teachers for all categories of schools of the sample is 306, out of which only 267 teachers, comprising 198 males and 69 females, were in position. Among these teachers, about 42 per cent belong to scheduled tribes. Of the total, 39 per cent of posts continue to be vacant for a long time.

Average Attendance of Teachers

Average daily attendance in the sample of primary schools is shown in Table 14.4 which reveals that in private primary schools, teachers' attendance is higher than in the government ones. Though in other schools, attendance of female teachers is more than that of male teachers, in primary schools, attendance of the latter is higher.

Table 14.4
Average Daily Attendance of Teachers in Primary Schools
(In percentage)

<i>Category</i>	<i>Average Daily Attendance (in %)</i>
Government primary schools	87.5
Private primary schools	100.0
All primary schools	89.0
Male teachers	87.0
Female teachers	82.0

Source: Field Study.

The average daily attendance of teachers in government middle, secondary and higher secondary schools in rural and urban areas is shown in Table 14.5. Evidently, except in case of secondary school teachers, daily attendance of teachers is more in urban areas. Female teachers appear to be more regular in their attendance as compared to their male counterparts. Attendance of teachers in general is about 87 to 90 per cent at all the three levels of education.

Table 14.5

Average Daily Attendance of Teachers in Government Schools at Different Levels of Education

Category	Percentage of Daily Attendance of Teachers in		
	Middle schools	Secondary schools	Sr. Secondary schools
In rural areas	83.2	88.8	83.0
In urban areas	96.0	85.0	95.0
Male teachers	85.0	84.0	88.0
Female teachers	90.0	90.6	90.0
All teachers	87.6	87.3	89.0

Source: Field Study.

Management of Staff and Office

The primary function of the head is to ensure smooth functioning of the school, in accordance with the work schedule. For this, it is important to take care of the administration and management of the school, management of staff, both teaching and non-teaching, maintenance of office with or without the help of colleagues, beautification of the school, etc. In Arunachal Pradesh only about 75 per cent of heads share their work with teachers. Generally, responsibility of maintenance of school is delegated to the members of the staff.

The management of human resources of a school is an important function of the head. In certain extreme cases of indiscipline when the head is forced to take disciplinary action, or finds it difficult to deal with the situation, the matter is referred to the authority or the managing committee, depending upon whether the school is privately managed or is managed by the government.

Some schools have internal committees to look after institutional management. These committees include staff committees and student committees. To help in institutional management, some schools have representatives from the community too like parent-teacher associations. Exclusively external committees are also there to help in school management, like the village education committee. In Table 14.6, the

number of internal and external committees to help in school management, is shown.

Table 14.6
Average Number of Committees in Schools to Aid Management

School	Number of Committees	
	External	Internal
Primary Schools	6	3
Middle Schools	8	3
Sec. Schools	2	2
Hr. Secondary Schools	—	—
Total	16	8

Source: Field Study.

The number of external and internal committees aiding the management of schools is maximum in primary and middle schools. Their number drops markedly in secondary schools and there is no such committee in higher secondary schools.

The heads of institutions are confronted with various problems in their daily administration and management of the institution, and perhaps the most difficult problems faced relates to management of staff. Majority of heads of institutions complained of facing acute problems of indiscipline, lack of punctuality in teachers and external interference in administrative matters.

Management of Student Services

The management of student services is primarily the responsibility of the head of the institution. The directorate too is indirectly involved since it has the authority to sanction the grants/funds required for the promotion of such services. In fact, the administrative responsibility lies with the directorate.

The Education Department introduced a number of schemes in the interest of the student community. These schemes include (a) merit

scholarships at various levels given to selected twenty students from each district; (b) provision of free textbooks, ration and uniforms to tribal students only; and (c) sending identified meritorious students in order of merit, for the 'National Talent Search' examinations held at district head quarters.

School Working Days

The number of working days and those spent in conducting examinations vary from school to school. Most of the schools work for 200 to 209 days per calendar year and for conducting examinations, about 49 per cent of schools spend more than 30 days in an academic year, about 3 per cent each spend 10 to 19 days on examinations and less than 10 days a year respectively for holding examinations. The majority of the schools, that is, 81 per cent spend 10 to 20 days a year on other activities. 60 per cent of schools located in the urban areas have 26 to 30 classes per week whereas in the rural schools, about 36 per cent have 35 to 40 weekly periods.

Assessment of Students

The institutions assess the students on the basis of marks acquired by them in examinations. The class-wise pass percentage of students in the sample schools during 1986-87, 1988-89 and 1989-90 is shown in Table 14.7 which reveals that in these years, pass percentage at primary stage in the urban schools is markedly higher when compared to that of primary stage in rural schools; but it is not so at the other stages. The pass percentages appear to be erratic in classes, levels of schools and in the three different time slots. At the end of classes X and XII, students sit for two Board examinations conducted by CBSE, and it is observed that the pass percentages are low in these examinations in comparison to the pass percentages of the immediate lower classes. This seems to imply that the quality of internal assessment and marking during class promotion examinations is biased. These pass percentages also indirectly reflect on the quality of teaching, and it may be because of poor teaching that the students fare badly in external examinations conducted by CBSE.

Involvement of Students in the Management of School Activities

Senior students in about 40 per cent of the schools are involved in various areas of institutional management, which vary from school to

Table 14.7
Pass Percentages In Rural and Urban Areas

Rural Urban Class	Pass Percentages											
	1986 - 87				1988 - 89				1989 - 90			
	Primary	Middle	Sec- dary	Hr. Sec.	Primary	Middle	Sec- dary	Hr. Sec.	Primary	Middle	Sec- dary	Hr. Sec.
Rural I	62.75	67.20	85.71	92.59	65.26	—	62.50	64.52	45.57	59.69	35.48	84.75
II	77.78	73.66	86.67	95.24	72.33	61.68	52.86	80.64	52.36	65.93	56.16	95.74
III	70.00	75.72	84.21	85.71	71.43	63.83	57.89	68.57	68.46	73.90	58.46	85.21
IV	73.80	78.57	84.61	83.33	68.38	86.34	67.74	97.82	82.42	79.71	61.11	93.33
V	71.93	70.00	87.50	88.23	80.00	74.84	89.29	96.00	73.11	65.89	64.29	83.33
VI	—	85.52	93.75	57.14	—	86.71	70.73	96.00	—	90.08	68.92	35.09
VII	—	88.59	76.92	95.00	—	82.91	73.21	92.59	—	81.07	86.79	86.95
VIII	—	88.95	55.55	89.74	—	89.81	93.75	85.71	—	67.27	81.08	81.97
IX	—	—	86.67	100.00	—	85.82	86.95	78.26	—	—	98.65	66.67
X	—	—	37.50	51.22	—	—	—	75.00	—	—	—	87.50
XI	—	—	—	100.00	—	—	—	62.74	—	—	—	90.48
XII	—	—	—	46.67	—	—	—	29.79	—	—	—	80.00
Urban I	88.46	71.34	25.45	—	91.49	68.15	60.24	—	94.64	76.35	42.10	—
II	92.00	72.10	56.96	—	88.89	73.30	40.96	—	93.33	75.18	48.43	—

Contd.

Table 14.7 Contd.

Rural/ Urban Class	Pass Percentages											
	1986 - 87				1988 - 89				1989 - 90			
	Primary	Middle	Sec- dary	Hr. Sec.	Primary	Middle	Sec- dary	Hr. Sec.	Primary	Middle	Sec- dary	Hr. Sec.
III	95.00	72.11	50.00	—	100.00	72.48	43.14	—	96.77	66.37	47.54	—
IV	86.96	77.70	54.17	—	94.74	77.88	72.22	—	75.00	80.58	75.67	—
V	85.71	70.31	83.33	—	95.00	77.53	87.50	—	92.30	67.74	67.64	—
VI	—	70.31	83.33	—	—	77.53	87.50	—	—	69.29	57.14	—
VII	—	—	62.50	95.20	—	74.77	68.57	—	—	89.25	73.33	—
VIII	—	—	100.00	73.22	—	80.00	79.17	97.01	—	90.91	95.23	73.61
IX	—	—	—	89.24	—	100.00	100.00	91.38	—	—	58.33	97.77
X	—	—	—	33.64	—	—	—	—	—	—	—	—
XI	—	—	—	96.92	—	—	—	96.00	—	—	—	92.55
XII	—	—	—	63.07	—	—	—	65.56	—	—	—	—

Source: Field study.

school depending on their urban or rural location. In the rural areas these include: (a) taking lower classes in the absence of teachers, (b) conducting social services, (c) supervising activities of junior students, particularly their participation in social services. In the urban areas students help in the management of co-curricular activities.

Community Participation in Institutional Management

The community, through village education committees, actively participate in the management of schools. Apart from this, the community shows a lot of enthusiasm in constructing and repairing school buildings, hostels for students and residential quarters for teachers with locally available materials. However, in the urban areas, this sort of community involvement is limited compared to that in rural areas, where about 61 per cent of schools have so far benefited from such community participation.

Sharing of Facilities

In the State, about 36 per cent schools have inter-school textbook sharing facilities. The schools availing of this facility do it without facing any problems. Other than this, there is hardly any provision for sharing of facilities among schools. Interaction among schools, particularly at different levels, is also negligible.

Problems and Suggestions

The various problems faced in connection with institutional planning and management are as follows:

1. It is difficult to implement improvement programmes in a systematic manner for schools at all stages because institutional planning has been adopted so far by very few schools. There is as yet no provision for self-evaluation by institutions.
2. The schools face an acute problem of accommodation and even if they have some sort of a building, they lack furniture and equipment. Though the community cooperates readily and mobilises locally available material to construct school buildings, the government should come forward with aid.
3. Some schools do not have an adequate number of teachers as subject teachers are not posted in time. Consequently, neither is the entire syllabus covered properly nor are the students

prepared adequately for the examination. This leads to the adoption of unfair means and low pass percentage in the Board examinations conducted by CBSE at the end of classes X and XII; and

4. The system of institutional planning and management ultimately rests on the shoulders of the institutional head who has to execute certain administrative and academic functions in accordance with the administrative and financial powers delegated to him by the higher authorities. The manner in which he uses these powers and the leadership he provides to his staff, are of crucial importance, because it is this that ultimately affects the overall management of the school. The competence of heads of schools therefore needs to be properly assessed, and their leadership qualities identified, with regard to the specific demands and requirements of a particular school, before posting them. Heads also need to be given an orientation in techniques of planning and management of school, more particularly in the context of institutional planning as a tool of quality schooling.

Chapter 15

Experiments and Innovations

Innovative Practices in Administration

The disciplines of administration and management have progressed considerably during the last few decades. The new insights have resulted in certain developments in educational administration. A fresh awareness has grown among administrators and teachers at different stages of the education system, regarding the novel ways of looking at administration and management of educational institutions. Instead of the hierarchical concept which prevailed, and in which exercise of authority from the top was considered to be the main means of administering, there is now an emphasis on democratic and participatory styles of management.

In the comparatively backward, primarily tribal state of Arunachal Pradesh, innovations in educational administration are not many as the government has been busy with providing educational facilities to those who were outside the education system and with taking care to prevent deterioration of educational standards due to rapid expansion. The few innovative steps taken by the State in the sphere of educational management are noteworthy and they are mainly based on participatory management, on which, is the major focus of attention today.

In the not so distant past, the tribals of Arunachal Pradesh were quite indifferent to the provisions of educational facilities, which the government was trying to arrange for them; but now, this apathy is on the wane. Inculcation of an awareness amongst the tribals living in villages, some of which are remote and quite inaccessible, has been

possible due to the cooperation of 'Village Education Committees'. These committees, comprising members of a village or a group of tiny villages, convince the villagers of the benefits of education, the need for a school in the village and help them reach a consensus regarding location, land and mobilisation of local resources to build it. The committees also acquire volunteers to help in the construction work and help villagers reach a consensus regarding sending both boys and girls to school. Arrangement for appointing local teachers to teach in these schools is also made by the committees. Once a school is ready to function, its wellbeing and smooth functioning are looked after by the committees, under the guidance of the concerned education officer. Thus, the twenty-five village education committees which are actively functioning in the State, have succeeded in reducing to a certain extent, the problem of bringing the remote villages and the disinterested tribals within the education system and have thereby helped the Education Department.

Though the formation of parent-teacher associations are still limited to a few schools, the concept is gradually gaining popularity in the State. At parent-teacher meetings, problems of the concerned school are discussed and efforts are made to solve them. Though only a negligible per cent of tribal parents are in a position to contribute towards the academic management of the school or its improvement, they exhibit a great deal of enthusiasm in discussing various problems faced by the school and in helping the teachers chalk out a plan of action. For instance, they repair the school buildings and staff quarters and lend a helping hand in the selection and preparation of play grounds for both boys and girls, under the guidance and supervision of the village headman and other influential persons of the village. To make the work pleasant and to ease tension and boredom, light refreshment brought by the volunteers is partaken by all.

An innovation in the State is the involvement of the Panchayati Raj System in the planning and management of education, though in an indirect manner. The people know their needs and requirements better than the administrators at the district or the state level. It is they who identify needs, decide which particular need(s) require to be attended to immediately and accordingly make a proposal through the gram panchayat to the anchal samiti for scrutiny. The latter, after studying and revising it, if necessary, passes it on to the zilla parishad for

scrutiny and feasibility study under the guidance of the deputy director of public instruction, in charge of educational administration in the particular district. The proposal is then incorporated in the district plan for final approval by the State Planning Board. Thus, people at the grassroot level are involved in educational administration, especially in educational planning and development.

A bold step in the sphere of educational planning and management is taken by certain schools to involve students in institutional management. It is considered bold because students, in schools at all levels of education, as active members of students' unions, sometimes hamper the smooth functioning of schools, but in this innovation, students effectively manage co-curricular activities, social service programmes, and in some cases, management of hostels is also entrusted to them. They themselves elect a committee and judiciously manage available resources and sort out problems under the guidance of the hostel superintendent. It has been observed that in hostels where students are involved in administration, cases of indiscipline are gradually on the decrease. In a few schools discipline has also improved with the help of senior students.

In some schools, institutional heads take initiative to involve teachers in the administration of the institution. Heads of schools entrust responsibility to individual teachers according to their ability and aptitude, but maintain a strict vigil from a distance. Since teachers themselves are involved in institutional administration, they refrain from doing anything which may impede its administration. Scope of unhealthy rivalry, fights and cases of indiscipline and malpractice are minimised and the organisational climate remains healthy.

In a very small percentage of schools, the ability of students to assimilate what has been taught in class is evaluated through simple tests. Regular class attendance and marks secured by individual students are monitored, and cause(s) for a student's poor performance or irregular attendance, are investigated. Once the factors are identified, corrective steps are adopted. Extra coaching is arranged to provide remedial teaching in particular subjects, and steps are taken to ensure regular attendance by the students. It has been discovered that there is a positive correlation between marks obtained by a student in a subject or subjects, and his attendance in the class.

This practice of pupil assessment has indeed proved to be very

helpful in arousing the students' interest towards curricular activities. They realise their weaknesses and are helped by the teachers to overcome them. After the introduction of this type of assessment, the percentage of dropouts in lower classes has decreased considerably. Self assessment by individual students is still in an experimental stage and is practised in very few schools. It might be helpful if this innovative practice is introduced on a large scale, in all schools and at all stages of education.

Though the centrally sponsored scheme of 'mid-day meal' has been introduced elsewhere too, it may be considered as an innovative practice with regard to Arunachal Pradesh, since this programme has succeeded in luring to school, children of tribals who even in the very recent past, considered sending children to school a waste of time and energy, and instead preferred sending them to work in the fields. The state government's programme of providing tribal children with textbooks and garments, simultaneously with the programme of 'mid-day meal,' has helped the effort to retain them in schools; but care must be taken by the administrators to see that the children are motivated to study too, and not just attend school only in the hope of a meal, books and garments. In order to take corrective measures, the administrators should first identify such children who do not study but merely attend school.

Transfer and posting of teachers is often a hurdle faced by administrators in many parts of the country, but with the formation of the District Assessment Board, comprising the deputy commissioner or the additional deputy commissioner of the district, a representative of the DPI such as a JDPI or DDPI, the DDPI incharge of a particular district and the principal of a higher secondary school, this problem has been solved to a certain extent in Arunachal Pradesh. The DDPI of a particular district maintains a dossier on the particulars of each teacher in his district, and all cases of transfer or posting of teachers are placed for consideration before the District Assessment Board. The division of the State into three belts—namely easy, middle and remote, because of its rugged topography, has been innovative, as every teacher is made to serve, in rotation, in all the three belts. The District Assessment Board manages efficiently all cases of transfer and posting and there is no scope for any grievance or dissatisfaction among the teachers.

The comparatively young state of Arunachal Pradesh has progressed considerably with the few innovative steps taken by administrators at different levels, but care must be taken to see that the means do not become the ends, and administrators do not lose sight of the end for the successful achievement of which, they are experimenting and taking all innovative steps.

Chapter 16

Prospects for the Future

Among the states of the north-eastern region, Arunachal Pradesh is comparatively young as it attained full statehood only in 1987. Having been a part of Assam for a very long time, and thereafter having had the status of a union territory, it is naturally taking some time to stand on its own firmly. The State is striving to make full use of its individual identity and to progress rapidly towards development despite it being known as an 'excluded area' just a few decades ago.

The increasing size of the educational system, the general concern to further widen the access to it, so as to provide education for all and the issues of equity and equality, have all made substantial demands on educational management and administration. Arunachal Pradesh has not been an exception to this. In spite of the concerted efforts made by the state government, particularly during the eighties, to improve various aspects of education and its management, there are several perspectives which need special attention, including some of the major educational tasks identified essentially from an analysis of the current status of educational administration in the State with particular reference to future prospects along different dimensions of education.

Literacy

Arunachal Pradesh is considered to be one of the backward states of the country with reference to its literacy percentage which is only 41 as per 1991 census as against 52 per cent for all India, its female literacy being only 29 per cent. Even the neighbouring states of the north-eastern region such as Assam, Manipur, Mizoram, Meghalaya

and Tripura have higher percentages of literacy-both female as well as overall. Assam has literacy rate of 53 per cent with female literacy of 43 per cent, Manipur 61 per cent with female literacy of 49 per cent, Meghalaya 48 per cent with female literacy of 45 per cent, Mizoram 81 per cent with female literacy of 78 per cent and Tripura 60 per cent with female literacy of 50 per cent. Arunachal Pradesh has therefore to strive hard to raise its literacy levels. It is true that for all these years, the tribals of the State had shown an apathy towards literacy and education, but the situation seems to be improving. The villagers have started showing interest in education, and the Panchayati Raj Institutions are coming forward to help in this essential task.

It may be recalled that starting with Ernakulam district in Kerala, which some time back was declared as the first totally literate district, several other states of India have taken up similar projects by selecting some districts for the purpose of achieving total literacy through mass campaign and involvement of local people and other agencies. Likewise, serious efforts need to be made in Arunachal Pradesh to make some of its eleven districts totally literate in a given span of time through mass campaign and involvement of teachers, students, voluntary agencies, employers, mass media, etc. Special attention may be required to promote female literacy. The State Resource Centre may play a key role in this connection.

Universal Elementary Education

According to the Fifth All India Educational Survey (1986), Arunachal Pradesh had a gross enrolment ratio of 94.69 for primary classes (I to V) and 34.43 for middle classes (VI to VIII). Thus, at least the universalisation of primary education in the State should not be difficult in the near future, although here again, enrolment ratio of girls (78.10 per cent) is lagging behind that of boys (110.57 per cent). Girls' enrolment is very poor at the primary stage in districts like Tawang, East Kameng, Lower Subansiri, Tirap and Changlang.

The problem appears to be more serious at the middle stage where gross enrolment ratio is far below the national average. Here too, enrolment of girls is only 26.89 per cent. It is considerably low in all the districts. East Kameng has only 10 per cent of girls of that age group in schools; Tawang has only 17.63 per cent. It is feared that unless special programmes are launched for raising enrolment at the

middle stage, the target of achieving Universal Elementary Education by 2000 AD, as per the National Policy of Education (revised in 1992), may not be possible.

In the Eighth Five Year Plan (1992-97) for Arunachal Pradesh, the government has set certain targets for the enrolment of children at primary and middle stages. For achieving these targets, micro-approach may be more advantageous. This is particularly necessary in view of the hilly and difficult topography of the State coupled with a low density of population and small number of children of school-going age in various habitations/villages. The policy of inter-village schools, adopted by the State to meet the needs of the habitations/villages with less than 100 population, would need a further boost. In addition, non-formal education centres may also be started to cover the non-enrolled children.

The scope of Operation Blackboard is proposed to be enlarged by the Government of India, as envisaged in the revised Policy formulations (1992) by providing three reasonably large rooms for each primary school, blackboards and other learning aids. It is also stipulated that at least 50 per cent of teachers recruited in future, should be women. The Operation Blackboard is also proposed to be extended to the middle stage. Construction of school buildings will be a priority charge on the Jawahar Rozgar Yojna funds. The State may take full advantage of these schemes to create facilities in schools, which, in turn, would help realise the targets of UEE.

Yet another matter which requires immediate attention is the high incidence of drop-out at the elementary stage. The retention of children in schools is an important element of UEE. The State provides free textbooks, stationery and uniforms to children at the primary stage. Mid-day meals are also provided under nutrition programmes. As most of the population of the State is tribal, special facilities and programmes exist under the tribal sub-plan. It is necessary that special projects are formulated on micro basis to increase retention of children in schools and reduce dropout rates. The dropouts are large in the case of rural areas. Community involvement may be of great benefit in checking the rate of dropout. The school village committees which have been formed in some places, may be set up at other places too to involve the community for this purpose.

Secondary/Senior Secondary Education

Of the enrolment at secondary stage (classes IX and X), only 35 per cent are girls. The percentage of girls at the senior secondary stage (classes XI and XII), is only 27. In terms of participation rate, only 15 per cent girls of that age group at the secondary stage and only 7 per cent girls of the respective age group at the senior secondary stage, are in schools in the State. Thus, it is imperative that the participation rate of girls at the secondary/senior secondary stage be increased considerably in the years to come.

Vocationalisation

This is an area which has not yet received adequate attention in the State. It may be appropriate to include functionally useful vocational courses at this stage. The State is rich in forest and mineral resources and is climatically ideal for agriculture and horticulture. Orchids grow extremely well in the type of climate Arunachal Pradesh has. Specialised training in the growing of and caring for orchids may be useful as this could help in exporting the products of the orchids to the western world, where the exotic flowers are much in demand. The senior secondary students may also be assigned the work of adult literacy.

Quality of Education

The results of the Central Board of Secondary Education for secondary and senior secondary examinations in the State indicate that for the year 1990, pass percentage was 87.50 for rural schools and 46.7 for urban schools at the secondary examination. It was 80 for rural schools and 48.37 for urban schools at the senior secondary examination. For the year 1989, the results were 75 per cent for rural and only 17.83 per cent for urban schools at the secondary examination and 29.79 per cent for rural and 65.56 per cent for urban schools at the senior secondary examination. The results for the past few years show that they have been quite erratic and it is difficult to explain the wide gap in the performance between rural and urban schools. The results of urban schools have generally been far too poor as compared to rural schools. The Directorate of Public Instruction may like to consider this phenomenon and take corrective measures. There is also need to

introduce continuous internal assessment for various classes on lines proposed by NCERT.

The figures of teacher-pupil ratios at different stages of school education in the State, seem to imply that since the ratios are quite low compared to many other states, the quality of education imparted should be very high. As of 1990-91, the teacher-pupil ratio for the State is reported to be 1:29 for primary, 1:21 for middle, 1:23 for high and 1:21 for senior secondary classes. With this kind of teacher-pupil ratio, a lot of individualised attention to the children should be possible as also remedial teaching for weak students in these circumstances.

Untrained Teachers

One of the important reasons for low quality of school education may be shortage of trained teachers. In 1989-90, only about one third teachers were trained with the percentage of trained teachers being only 33.48 at primary, 33.63 at middle, 40.26 at high and 50.25 at the senior secondary stage. This implies a huge backlog of untrained teachers which should be a matter of serious concern. Steps may have to be immediately taken for providing training to in-service and untrained teachers and also to meet the needs of future recruitment of teachers.

The upgradation of the Basic Shiksha Bhavan at Changlang to District Institute of Education and Training in the recent past, may help provide pre-service training for teachers for the elementary stage. There is, however, need to upgrade the entry qualification as well as the duration and content of the course for elementary teachers training, in tune with the objectives of the DIETs. The DIET at Changlang may also organise short-term in-service orientation courses for existing elementary teachers, preference being given to the untrained ones.

For pre-service training of secondary/senior secondary teachers, B.Ed course has been started at the state university. In-service training of existing teachers also needs to be organised on a systematic basis. There is a proposal of the government to upgrade the State Institute of Education to State Council of Educational Research and Training. This may be urgently done so that the in-service training of teachers, inter alia, may receive proper attention.

In fact, the State should assess its training needs for different levels of teachers and prepare a training plan. It may be advantageous to ensure that each teacher undergoes a short orientation programme in

the chosen subject(s) of teaching at least once in five years. Help may be sought in this connection from other agencies like NCERT, Regional College of Education, Bhubaneswar, Regional Centre of the Central Institute of English and Foreign Languages, Shillong, North East Regional Institute for Science and Technology at Doimukh near Itanagar, University of Arunachal Pradesh, etc.

Transfer and Posting of Teachers

A special case study of this matter undertaken as a part of the present survey, reveals that the subject has been dealt with by the State in an innovative manner. To make postings and transfers easy and less complicated, a method has been devised by which this aspect of personnel management has been decentralised. The State has been divided into three belts — the easy, middle and remote. A teacher is normally posted in an easy belt for not more than two years, in middle belt for not more than 5 years and in remote belt for not more than 3 years. Postings and transfers are made by the district committee headed by the deputy commissioner with the DDPI of the district as member secretary and two heads - one of a government higher secondary school and the other of a government secondary school, as members along with an officer of the rank of JDPI or DDPI from the Directorate of Public Instruction. It is gratifying that according to the findings of the study, the norms for transfer/postings are being implemented fully except in certain cases on very special grounds. This, indeed, is a distinctive feature of the State so far as personnel management is concerned as, generally in most states, it remains to be a thorny issue with considerable political interference or malpractices.

State Education Service

In order to streamline the recruitment of senior teachers and other administrative personnel for education, it may be beneficial to set up a State Education Service.

Inspection and Supervision

It appears to be somewhat illogical that adult education officers/ adult education assistant supervisors/assistant district adult education officers should be the main officers in charge of inspection and supervision of schools in the State, as is the case at present. The target

population is quite different for adult education and schools as also the nature of programmes required to be undertaken in each of these spheres, although some coordination between the two activities may be necessary and desirable. Since, in view of the small number of schools and adult education centres in each district/block, separate adult education officers and school supervisors may perhaps not be justified, the feasibility of some restructuring of the inspectorate at the district/block level may be considered. Since a DDPI is incharge of each district, it may also be considered if instead of designating subordinate officers as adult education officers/supervisors, they may just be designated as education officers and assigned the responsibilities of supervising both adult education as well as school and non-formal education at appropriate levels.

Notwithstanding the above observation, the inspection and supervision system for school education appears to be weak and requires to be modernised. As school education has expanded considerably since independence and there are now schools located in distant, remote areas which are not easily accessible to the supervisory staff, new techniques of school supervision and assessment, including school self-evaluation, need to be adopted.

School complexes have been recommended in the National Policy on Education (1986) for decentralisation of inspection and supervision and for optimising the available resources. The scheme of school complexes which was introduced in the State in 1988-89, seems to be still in infancy. It may be useful to strengthen it. This is all the more necessary because, most of the time at the disposal of the inspecting staff is spent on office work and activities other than inspection and supervision.

Institutional Planning and Management

The Survey shows that there is hardly any institutional planning in any government school. The role of the school head is very significant in achieving UEE, increasing attendance rate and reducing dropouts, involving local community for the development of the school, mobilisation of additional resources, improvement of quality of school education and in establishing proper inter-personal relationship with staff, management, parents, village education committee, officials, sister institutions and others. It is this leadership on which the growth,

development, accountability and performance of the school depends.

Institutional planning and effective management of the school can contribute significantly towards achieving various objectives of school education. If a school can identify its priorities and chalk out an action plan by involving its teachers, parents, etc., the progress of the school can be better and faster. The action plan can also then be periodically monitored and reviewed.

State Education Advisory Board

It may be advantageous to set up a State Education Advisory Board as an apex body to discuss and advise on major policy issues and implementation of plans and programmes of the State from time to time in an effective manner.

Financial Resources and Their Management

It is observed that the expenditure on elementary education in the State went down from 72 per cent of the total expenditure on education in 1985-86 to 64 per cent in 1987-88. In view of the high priority attached to the programme of UEE, increased emphasis on enrolment of girls, reduction of dropout, improvement of quality, etc., it is important that the share of expenditure on elementary education is not allowed to go down.

Available financial and material resources for school education need to be managed judiciously and scientifically to avoid surrendering of non-utilised funds towards the end of the financial year.

Co-ordination and Linkages

Unless there is proper communication between all the departments involved in the planning and management of education, no amount of reorganisation will help. Therefore, communication links, both horizontal and vertical, will have to be established among all the departments and proper management of information flow will have to be arranged. For management of information, modern technology may be made use of and the Statistical Unit of the Directorate of Education may be provided with computers.

Training of Educational Administrators

In order to carry out tasks related to planning and administration, properly trained personnel are required. The training of administrative

personnel therefore assumes considerable significance. This training should not only provide the required skill and knowledge, but also aim at changing the perceptions and attitudes of those who are responsible for planning and administration of education in Arunachal Pradesh. After an assessment of the training needs, it may be necessary to design a strategy for training, and work out a detailed plan of action. In this context, it may be useful to consider developing a systematic institutional collaboration with institutions like NIEPA, for short and long term training of personnel on a continuing basis. Opportunities have to be provided to the personnel for their exposure to innovative forms of planning and administration.

In this light, it appears that the State has an arduous journey ahead, but with effective planning and administration, it may not be difficult to move forward steadily, and establish itself as one of the educationally progressive states of the country.

Appendix I

National Advisory Committee*

Prof. Satya Bhushan (Chairperson)
Director, NIEPA

Dr. R.V. Vaidyanatha Ayyar
Joint Secretary
Ministry of HRD
Govt. of India

Smt. Kumud Bansal
Secretary(Education)
Govt. of Maharashtra

Prof. Ishwar Dayal
Former Director
IIPA
New Delhi

Dr. T. N. Dhar
Former UNESCO Consultant
Shri K. Gopalan
Director, NCERT

Prof. M.V. Mathur
Former Director
NIEPA

Shri C.V.L.N. Murthy
Secretary (Education)
Govt. of Andhra Pradesh

Dr. D. P. Nayar
Former Adviser
Planning Commission
Govt. of India

Dr. (Mrs.) Kusum Premi
Fellow & Head
Educational Policy Unit
NIEPA

Prof. J.S. Rajput
Jt. Educational Adviser
Deptt. of Education
Ministry of HRD
Govt. of India

*Positions and designations as in 1991-92.

Shri J.D. Gupta
Secretary (Education)
Govt. of Haryana

Dr. (Mrs.) D.M. de Rebello
Jt. Secretary
Deptt. of Education

Dr. (Mrs.) Jaya Indiresan
Senior Fellow
Higher Education Unit, NIEPA

Ministry of HRD.
Govt. of India

Shri J.A. Kalyanakrishnan
Member, UPSC

Shri Ashok Saikia
Secretary (Education)
Govt. of Assam

Shri B.P. Khandelwal
Director of Education
Govt. of Uttar Pradesh

Prof. A.K. Sharma
Jt. Director, NCERT

Shri M.R. Kolhatkar
Adviser (Education)
Planning Commission
Govt. of India

Dr. P.D. Shukla
Former Chairman, CBSE

Shri Baldev Mahajan
Joint Director
NIEPA

Dr. R. P. Singhal
Former Executive Director
NIEPA

Prof. Prithpal Singh
Head
Centre for Management Studies
Indian Institute of Technology
New Delhi

Prof. K.G. Virmani
Sr. Fellow and Head
International Unit
NIEPA

Shri R.K. Sinha
Additional Secretary
Deptt. of Education
Ministry of HRD
Govt. of India
(Member Secretary)

Shri P.K. Umashankar
Director, IIPA
New Delhi
Prof. M.M. Kapoor
Senior Fellow and Head
SNS Unit, NIEPA

State Advisory Committee

Shri Tabom Bam
Secretary (Education)
Arunachal Pradesh

Dr. M.A. Sudhir
Former Dean
Faculty of Education
Arunachal University

Shri G.C. Yadav
Director of Public Instruction
Arunachal Pradesh

Dr. S.P. Shukla
Principal
Govt. Degree College
Itanagar

Mrs. K. Namchoom
Jt. DPI
Directorate of Public Instruction
Arunachal Pradesh

Shri R.P. Vadhera (State Project Officer)
Principal
State Institute of Education
Arunachal Pradesh

Appendix II

Selected Indicators of Educational Development

Arunachal Pradesh And All India

<i>Indicators</i>	<i>Unit</i>	<i>Year of Reference</i>	<i>Arunachal Pradesh</i>	<i>All India</i>
<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>

I. District Educational Blocks and Inhabited Villages

(a) i)	Total districts	Nos.	1991	11	466
ii)	Share in total districts of the country	%	1991	2.36	-
(b) i)	Educational blocks	Nos.	1991	48	7098
ii)	Share in total educational blocks in the country	%	1991	0.67	-
(c) i)	Inhabited villages	Nos.	1981	3257	539383
		"	1986	3196	579148

1		2	3	4	5
ii)	Share in total inhabited villages of the country	% "	1981 1986	0.60 0.55	- -
(d) i)	Villages having population less than 500	Nos.	1981	3030	270795
ii)	Villages having population less than 500 in inhabited villages	%	1981	93.03	70.98

II. Demographic

(a) i)	Total population	'000	1981	632	665288
			1991	865	846305
ii)	Annual exponential growth rate	%	1981-91	3.18	2.44
iii)	Share in population	%	1991	0.10	
(b) i)	Area	Sq. Kms.	1981	83743	3287263
ii)	Share in area	%	1981	2.55	-
(c)	Population density	Per Sq. Km.	1981	8	216
		"	1991	10	267
(d)	Sex ratio	Per 1000 Males	1981	862	933
			1991	859	927
(e)	Rural population	%	1981	93.44	76.30
		"	1991	87.27	74.29
(f)	SC population	"	1981	0.46	15.75
		"	1991	0.47	16.33
(g)	ST population	"	1981	69.82	7.76
		"	1991	63.66	8.08

	1	2	3	4	5
(h) School age-population in total population					
i) 6 to 11 years age-groups	%	1981			
		Boys	12.39	13.37	
		Girls	13.52	13.46	
		All	12.91	13.41	
	%	1991			
		Boys	10.39	11.70	
		Girls	11.35	11.88	
		All	10.83	11.79	
ii) 11 to 14 years age-group	%	1981			
		Boys	6.37	7.21	
		Girls	6.76	7.16	
		All	6.55	7.18	
		1991			
		Boys	6.80	6.21	
		Girls	6.77	6.39	
		All	6.78	6.30	
iii) 6 to 14 years age-group	%	1981			
		Boys	18.76	20.58	
		Girls	20.27	20.62	
		All	19.46	20.60	
		1991			
		Boys	17.18	17.90	
		Girls	18.12	18.28	
		All	17.62	18.08	
(i) Infant mortality rate	Per 1000 Population	1981	NA	110	
		1991(P)	NA	80	
(j) Birth rate	"	1981	NA	33.9	
	"	1991(P)	30.9	29.3	
(k) Death rate	"	1981	NA	12.5	
	"	1991(P)	13.5	9.8	

(N.A. Not Available)

	1	2	3	4	5
(l) Rate of married couple		"	1981		
			Rural	154.5	170.9
			Urban	155.7	161.3
(m) Mean age of females at marriage		Years	1981	NA	18.3
(n) Expectation of life at birth		"	1981-88		
			Male	NA	55.9
			Female	NA	55.9

III. Socio-Economic

(a) Net State Domestic product

i) At current prices	Crore Rs.	1980-81	97	110340
	"	1988-89(P)	337	312634
ii) At constant (1980-81) prices	Crore Rs.	1988-89(P)	180	168382

(b) Per Capita Net State Domestic Product

i) At current prices	Rs.	1980-81	1561	1625
	Rs.	1988-89(P)	4236	3908
ii) At constant (1980-81) prices	Rs.	1988-89(P)	2260	2105

(c) Population below the poverty line

	%	1988	NA	29.9
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(d) Main workers to total population

	%	1981	49.61	33.48
	"	1991	45.22	34.18

		1	2	3	4	5
IV. Literacy						
(a)	Literacy of persons aged 7 years and above	%	1981			
			Male	35.12	56.40	
			Female	14.02	29.85	
			All	25.55	43.67	
			1991			
			Male	51.45	64.20	
			Female	29.69	39.19	
			All	49.59	52.21	
(b)	Increase in literacy rate (All persons)	%	1981-91	16.04	8.54	
(c)	Districts having literacy rates					
i)	below 30	%	1981	66.67	25.12	
		"	1991	9.09	5.31	
ii)	30 to 60	"	1981	33.33	64.43	
			1991	90.91	66.81	
iii)	60 and above	"	1981	0.00	10.45	
			1991	0.00	27.88	
V. Illiteracy						
(a) i)	Illiterate persons of age 7 years and above	'0000	1981	374	305318	
		"	1991	398	328879	
ii)	Share in total illiterates of the country	%	1981	0.12	-	
			1991	0.12	-	
(b)	Increase/decrease in illiterate persons of age 7 years and above	%	1981-91	6.42	7.72	

	1	2	3	4	5
VI. Availability Of Schooling Facilities					
(Rural population served by schooling facility)					
(i) Primary level	%	1973	48	90	
(upto 1Km)	"	1978	61	93	
	"	1986	73	94	
(ii) Upper primary level	"	1973	14	72	
(upto 3 Km.)	"	1978	28	79	
	"	1986	42	84	
(iii) Secondary level	"	1973	-	68	
(upto 5 Km.)	"	1978	15	74	
*(upto 6 Km.)	"	1986 *	27	79	
(iv) Hr. secondary	"	1973	7	32	
level (upto	"	1978	6	41	
8 Km.)	"	1986	18	51	

VII. Institutions

(a) No. of school stages

(i) Primary stage	Nos.	1973	553	530867
	"	1978	865	570011
	"	1986	1199	631308
Annual growth	%	(1973-78)	9.36	1.43
rate	"	(1978-86)	4.17	1.28
(ii) Upper primary	Nos.	1973	78	119799
stage	"	1978	138	147250
	"	1986	263	187602
Annual growth	%	(1973-78)	12.09	4.21
rate	"	(1978-86)	8.40	3.07
(iii) Secondary/hr.	Nos.	1973	19	45135
secondary stage	"	1978	41	55074
	"	1986	112	82706
Annual growth	%	(1973-78)	16.63	4.06
rate	"	(1978-86)	13.38	5.21

* Includes Hr. Secondary also.

1	2	3	4	5
(iv) All school stage	Nos.	1973	650	695801
		1978	1044	772335
	"	1986	1574	901616
Annual growth	%	(1973-78)	9.94	2.11
rate	"	(1978-86)	5.27	1.95
(b) Educational pyramid (Ratio of primary and upper primary stages to secondary stage)	P:UP:S	1973	29:4:1	12:3:1
	"	1978	21:3:1	10:3:1
	"	1986	11:2:1	8:2:1
(c) Government and local body schools				
(i) Primary schools	%	1973	100	94
	"	1978	99	94
	"	1986	99	93
(ii) Up primary schools	%	1973	100	78
	"	1978	98	78
	"	1986	98	75
(iii) Secondary schools	%	1973	100	37
	"	1978 *	94	39
	"	1986	94	46
(iv) Hr. secondary schools	%	1973	100	37
	"	1986	94	42
(d) Average population served by a school stage				
(i) Primarystage	Nos.	1973	913	1091
	"	1978	679	1137
	"	1986	614	1203
(ii) Upper primary stage	Nos.	1973	6474	4833
	"	1978	4254	4401
	"	1986	2798	4048
(iii) Secondary/hr. sec. stage	Nos.	1973	26579	12827
	"	1978	14317	11766
	"	1986	6571	9182

* Includes Hr. Secondary also.

	1	2	3	4	5
(iv) All stages	Nos.	1973	777	832	
	"	1978	562	839	
	"	1986	468	842	
(e) Average number of school stages per lakh of population					
(i) Primary Stage	Nos.	1973	110	92	
	"	1978	147	88	
	"	1986	163	83	
(ii) Upper primary stage	Nos.	1973	15	21	
	"	1978	24	23	
	"	1986	36	25	
(iii) Secondary/hr. sec. stage	Nos	1973	4	8	
	"	1978	7	8	
	"	1986	15	11	
(iv) All stages	Nos.	1973	129	120	
	"	1978	178	119	
	"	1986	214	119	
(f) Average area served by a school stage					
(i) Primary stage	Sq.Km.	1973	151	6	
	"	1978	97	6	
	"	1986	70	5	
(ii) Upper primary stage	"	1973	1074	27	
	"	1978	607	22	
	"	1986	318	18	
(iii) Secondary/hr. sec. stage	"	1973	4408	73	
	"	1978	2043	60	
	"	1986	748	40	
(iv) All stages	"	1973	129	5	
	"	1978	80	4	
	"	1986	53	4	
(g) Average size of primary, upper primary, secondary and hr. secondary stage.					
(i) Primary stage	Nos.	1973	55	115	
	"	1978	57	120	

	1	2	3	4	5
		Nos.	1986	73	136
(ii) Upper primary stage		Nos	1973	33	116
		"	1978	49	122
		"	1986	66	145
(iii) Secondary & hr. secondary stage		Nos.	1973	30	169
		"	1978	56	161
		"	1986	90	182
(iv) All stages		Nos.	1973	51	119
		"	1978	56	124
		"	1986	73	142

VIII. Enrolment

(a) Stagewise

(i) Class I-V	In'000	1973	30	61235
	"	1978	49	68602
	"	1986	88	85913
	"	1991 (P)	119	101577
Annual growth rate	%	(1973-78)	10.39	2.30
	"	(1978-86)	7.49	2.85
	"	(1986-91)	6.28	3.91
(ii) Class VI-VIII	In'000	1973	3	13950
	"	1978	7	17958
	"	1986	17	27272
	"	1991 (P)	28	34446
Annual growth rate	%	(1973-78)	21.20	5.18
	"	(1978-86)	12.54	5.36
	"	(1986-91)	9.99	4.78
(iii) Class IX-XI/XII	In'000	1973	6.00	77141
	"	1978	23.00	88721
	"	1986	100.00	150296
	"	1991 (P)	172.00	193032
Annual growth rate	%	(1973-78)	32.47	3.10
	"	(1978-86)	20.13	6.81
	"	(1986-91)	11.43	3.13

1	2	3	4	5
(b) Girls enrolment				
i) Classes I-V	%	1973	26.66	37.74
	"	1978	32.09	38.26
	"	1986	40.33	40.81
	"	1991 (P)	41.75	41.70
ii) Classes VI-VIII	%	1973	20.59	30.80
	"	1978	29.01	32.70
	"	1986	38.21	35.32
	"	1991 (P)	39.33	37.73
iii) Classes IX-XI/XII	%	1973	17.99	27.25
	"	1978	23.65	28.69
	"	1986	28.92	31.49
	"	1991 (P)	33.61	33.57
(c) Enrolment of scheduled castes children				
(i) Classes I-V	%	1973	7.80	13.24
	"	1978	0.81	14.73
	"	1986	0.80	17.12
	"	1991 (P)	0.08	15.79
(ii) Classes VI-VIII	%	1973	12.41	8.83
	"	1978	0.36	11.21
	"	1986	0.47	14.69
	"	1991 (P)	0.01	13.62
(iii) Classes IX-XI/XII	%	1973	13.05	7.99
	"	1978	0.35	9.77
	"	1986	0.28	12.67
	"	1991 (P)	0.05	12.46
(d) Coefficient of equality among scheduled castes children				
(i) Primary	%	1973	—	0.89
	"	1978	1.76	0.94
	"	1986	1.74	1.05
	"	1991 (P)	0.18	0.97
(ii) Upper primary	%	1973	—	0.60
	"	1978	0.78	0.71

1	2	3	4	5
	"	1986	0.78	0.65
	"	1991 (P)	0.02	0.83
(iii) Secondary & hr. secondary stage	%	1973	—	0.54
	"	1978	0.76	0.62
	"	1986	1.61	1.78
	"	1991 (P)	0.10	0.76
(e) Enrolment scheduled tribes children				
(i) Classes I-V	%	1973	83.26	5.84
	"	1978	81.09	6.27
	"	1986	74.41	7.84
	"	1991 (P)	72.64	7.91
(ii) Classes VI-VIII	%	1973	72.32	2.97
	"	1978	75.41	73.39
	"	1986	75.93	5.12
	"	1991 (P)	66.00	5.21
(iii) Classes IX-XI/XII	%	1973	66.31	2.50
	"	1978	74.32	2.84
	"	1986	67.27	3.96
	"	1991 (P)	66.75	4.08
(f) Coefficient of equality among scheduled tribes children				
(i) Primary stage	%	1973	1.19	0.86
	"	1978	1.16	0.81
	"	1986	1.17	0.98
	"	1991 (P)	1.14	0.99
(ii) Upper primary stage	%	1973	1.04	0.44
	"	1978	1.08	0.44
	"	1986	1.19	0.64
	"	1991 (P)	1.04	0.65
(iii) Secondary & hr. secondary stage	%	1973	0.95	0.37
	"	1978	1.06	0.37
	"	1986	1.06	0.49
	"	1991 (P)	1.05	0.51
(g) Gross enrolment ratio				
(i) Classes I-V	%	1973	56.60	80.30

1	2	3	4	5
(6-11yrs.)	%	1978	73.23	81.65
	"	1986	94.69	91.69
	"	1991 (P)	109.43	102.74
(ii) Classes VI-VIII	%	1973	7.02	33.16
(11-14yrs.)	"	1978	19.85	37.94
	"	1986	34.43	47.95
	"	1991 (P)	47.00	61.15
(h) Age specific enrolment ratio				
(i) 6- 11 yrs	%	1973	38.88	63.17
	"	1978	48.95	64.13
	"	1986	63.43	75.89
(ii) 11-14 yrs	%	1973	4.26	22.08
	"	1978	33.96	41.72
	"	1986	46.63	51.17
(i) Wastage rates				
(i) Classes I-V	%	1972-76	82	63
	"	1981-85	65	46
	"	1984-88	62	45
(ii) Class I-VIII	%	1969-76	81	77
	"	1978-85	79	64
	"	1981-88	76	61
(iii) Class I-X	%	1967-76	93	85
	"	1976-85	87	77
	"	1979-88	83	75

IX. Teachers

(a) Number of teachers				
(i) Primary stage	In'000	1973	0.8	1472
		1978	1.5	1599
	"	1986	2.6	1815
(ii) Upper primary stage	In'000	1973	0.3	582
		1978	0.5	745
	"	1986	1.0	915
(iii) Secondary/hr. sec. stage	In'000	1973	0.1	507
		1978	0.3	596

1	2	3	4	5
	In'000	1986	1.1	914
(iv) All stages	In'000	1973	1.3	2560
	"	1978	2.3	2940
		1986	4.7	3645
(b) Annual growth in stage-wise teachers in school				
i) Primary stage	%	1973-78	12.39	1.68
	"	1978-86	6.89	1.60
ii) Upper primary stage	%	1973-78	13.77	5.07
	"	1978-86	8.75	2.60
iii) Secondary/hr. sec. stage	%	1973-78	11.78	3.28
	"	1978-86	19.03	5.49
iv) All stages	%	1973-78	12.62	2.80
	"	1978-86	15.27	4.39
(c) Female teachers				
(i) Primary stage	%	1973	10.35	26.45
	"	1978	12.66	27.37
	"	1986	18.87	30.20
(ii) Upper primary stage	%	1973	4.00	24.96
	"	1978	12.36	27.76
	"	1986	16.23	30.92
(iii) Secondary stage	%	1973	—	21.19
	"	1978	8.64	25.70
	"	1986	15.49	28.53
(iv) Hr. secondary stage	%	1973	4.46	22.00
	"	1978	3.70	20.85
	"	1986	11.78	29.64
(d) Trained teachers				
(i) Primary stage	%	1973	44.58	84.36
	"	1978	55.97	86.27
	"	1986	42.86	86.45
(ii) Upper primary stage	%	1973	66.52	83.76
	"	1978	56.84	86.67
	"	1986	37.32	87.42
(iii) Secondary stage	%	1973	66.17	78.13
	"	1978	64.09	88.41

1	2	3	4	5
	%	1986	38.99	90.02
(e) Scheduled caste teachers				
(i) Primary schools	%	1973	5.06	2.68
	"	1978	1.37	9.00
	"	1986	1.33	11.05
(ii) Upper primary schools	%	1973	1.74	5.36
	"	1978	1.95	6.96
	"	1986	0.55	8.58
(iii) Secondary schools	%	1973	—	2.94
	"	1978	0.52	3.63
	"	1986	0.58	5.89
(iv) Hr. secondary schools	%	1973	1.27	1.85
	"	1978	1.11	2.68
	"	1986	0.57	4.83
(f) Scheduled tribes teachers				
(i) Primary Schools	%	1973	23.64	4.44
	"	1978	17.03	4.82
	"	1986	38.81	6.13
(ii) Upper primary schools	%	1973	14.85	2.46
	"	1978	9.73	3.53
	"	1986	26.20	4.66
(iii) Secondary schools	%	1973	—	1.36
	"	1978	9.81	1.66
	"	1986	18.01	2.54
(iv) Hr. secondary schools	%	1973	3.18	0.74
	"	1978	6.11	0.67
	"	1986	4.80	1.33
(g) Pupil teacher ratio				
(i) Primary stage	Pupil Per Teacher	1973	35	42
		1978	32	43
	"	1986	34	47
(ii) Upper primary stage	"	1973	9	24
	"	1978	13	24
	"	1986	17	30
(iii) Secondary/hr. sec. stage	"	1973	4	15
	"	1978	8	15
	"	1986	9	16

	1	2	3	4	5
(iv) All stages		Pupil Per Teacher	1973 1978 1986	21 21 20	26 26 28
(h) Teacher school stage ratio					
(i) Primary stage		Teacher per section	1973 1978 1986	2 2 2	3 3 3
(ii) Upper primary stage		"	1973 1978 1986	4 4 4	5 5 5
(iii) Secondary/hr. sec. stage		"	1973 1978 1986	8 7 10	11 11 11
(iv) All stages		"	1973 1978 1986	2 2 3	4 4 4

X. Education in Rural Areas

(a) Rural population	%	1991	87.27	74.29
(b) Primary				
i) Institutions	%	1988	98.05	88.48
ii) Enrolment	%	1988	93.55	79.79
(c) Upper primary				
i) Institutions	%	1988	96.93	79.12
ii) Enrolment	%	1988	93.09	71.01
(d) Secondary				
i) Institutions	%	1988	90.16	70.92
ii) Enrolment	%	1988	86.87	61.67
(e) Hr. secondary				
i) Institutions	%	1988	81.58	44.77
ii) Enrolment	%	1988	70.92	38.53
(f) All types of schools*				
i) Institutions	%	1988	96.13	83.73
ii) Enrolment	%	1988	88.78	70.13

*All types of schools means schools imparting general education from pre-primary to hr. secondary (10+2) level.

	1	2	3	4	5
XI. Budgeted Expenditure on Education Excluding Govt. of India Budget (Revenue Account)					
(a) Budgeted expenditure on education in state					
(i) Expenditure on education and training by all depts.to total budget	%	1973-74	8.8	23.3	
	"	1983-84	10.8	24.1	
	"	1991-92	14.6	23.1	
(ii) Plan expenditure on education of education department	%	1973-74	16.7	17.1	
	"	1983-84	35.7	10.8	
	"	1991-92	38.8	10.0	
(iii) Plan expenditure on education and training of all departments to total plan expenditure	%	1973-74	22.1	18.4	
	"	1983-84	28.6	16.1	
	"	1991-92	42.4	12.8	
(b) Budgeted sectoral expenditure of education department					
(i) Primary education	%	1973-74	77.1	48.7	
	"	1983-84	45.9	48.6	
	"	1991-92	51.4	46.8	
(ii) Secondary education	%	1973-74	12.1	32.1	
	"	1983-84	14.9	32.4	
	"	1991-92	27.3	31.1	
(iii) Adult/special education	%	1973-74	—	0.9	
	"	1983-84	—	1.2	
	"	1991-92	8.0	1.0	
(iv) University and higher education	%	1973-74	5.1	10.5	
	"	1983-84	2.8	12.6	
	"	1991-92	10.4	11.7	
(v) Technical education	%	1973-74	—	3.3	
	"	1983-84	—	2.6	

	1	2	3	4	5
		%	1991-92	—	3.3
(vi) Other		%	1973-74	5.7	4.5
programmes		"	1983-84	36.4	2.1
		"	1991-92	11.0	6.1
XII. Budgeted Expenditure on Education in State Excluding Govt. of India Budget (Capital Account)					
(a) Capital		%	1983-84	8.2	1.0
expenditure on		%	1991-92	11.3	2.3
education to					
total capital					
expenditure					
(b) Loans for		%	1983-84	—	0.2
education to		%	1991-92	0.0	0.1
total loans					
and advances					
XIII. Total Expenditure on Education (From Govt. and Non-Govt. Sources)					
(a) Per capita		Rs.	1973-74	24.80	27.00
expenditure on		"	1983-84	192.46	78.97
Education					
(at Current Prices)					
(b) Educational		%	1973-74	4.53	2.73
expenditure to		"	1983-84	7.76	3.00
State income					
(at current prices)					
(c) Recurring		%	1973-74	75.81	87.74
expenditure to		"	1983-84	71.70	95.40
total expenditure					
on Education					
(d) Expenditure on Education					
by objects (at current prices)					
(i) Salaries to		%	1973-74	76.6	75.3
teachers		"	1983-84	52.8	75.2
(ii) Salaries to		%	1973-74	9.6	10.5

	1	2	3	4	5
	other staff	%	1983-84	4.2	10.9
(iii)	Maintenance of equipment and other items	%	1973-74	3.2	3.7
		"	1983-84	0.5	0.7
(iv)	Expenditure on direction and inspection to total expenditure on Education	%	1973-74	4.8	2.00
		"	1983-84	6.4	1.54
(v)	Other items	%	1973-74	5.8	8.5
		"	1983-84	36.2	11.7
(e)	Per pupil recurring cost (at current prices)				
(i)	Primary schools	Rs	1973-74	154.2	72.3
		"	1983-84	645.3	217.1
		"	1987-88	1661.3	339.7
(ii)	Upper primary schools	Rs	1973-74	240.0	110.6
		"	1983-84	1361.8	285.1
		"	1987-88	2262.4	429.7
(iii)	Secondary/hr. secondary schools	Rs	1973-74	650.0	213.6
		"	1983-84	1086.3	578.4
			1987-88	3165.4	771.5

Note: (i) Indicators have been developed on the basis of the latest data available at the national level.

(ii) In certain cases, the data given in indicators may not tally with the data given in the report due to different sources and definitions.

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Appendix-III

Functions of Different Officers in the Directorate of Education

1. The Director of Public Instruction

- Direction and supervision of all educational activities taken up by the Directorate;
- Supervision and inspection of the educational institutions financed and managed by the Directorate;
- Arrangement of programmes for the professional growth of teachers;
- Participation in meetings, conferences and seminars on educational matters as deemed necessary by the state government;
- Dealing with policy matters related to education in the state;
- Participation in and regulation of the working of state level committees appointed by the government;
- Appointment, posting, transfer and leave cases of the gazetted staff and finalisation of recruitment rules;
- Confidential reports of gazetted and non-gazetted staff;
- Disciplinary/court cases;
- Selection/deputation of students for education outside the State;
- Creation, continuance and conversion of all groups of posts into permanent ones, introduction of selection grade posts, etc.;

- Permanency/quasi-permanency of staff;
- Five year plan and annual operating plan schemes;
- Financial matters within the powers of the director of public instruction.

2. Joint Director of Public Instruction (Planning)

During the absence of the director of public instruction the JDPI - Planning is authorised to look after the Directorate of Public Instruction and take decisions, besides attending to:

- All matters related to five year plans, annual plans, plan schemes including their preparation and finalisation, supervision and implementation, development and expansion programmes;
- Maintenance of plan budget; issuing sanctions for various plan schemes;
- Preparation of quarterly and annual progress reports of plan schemes including matters concerning the State Planning Board;
- Review of five year/annual plans; progress of plan schemes including preparation of monthly pending list of plan schemes;
- Finalisation of locations for opening new schools, upgradation of middle/secondary/higher secondary schools and opening of inter-village schools;
- Matters related to building including allotment of funds for building, etc; preparation of norms for institutional buildings in terms of scales, clearance of backlog of buildings, etc.;
- Preparation of Parliament/Assembly questions, etc. related to educational planning;
- Non-formal education;
 - Early childhood education;
- Technical education;
- Educational surveys, statistics, compilation of reports, returns, etc;
- Monitoring and evaluation including preparation of monthly, quarterly and annual report of 20 Point Programmes;
- Matters related to manpower planning;
- Grant-in-aid to voluntary organisations;
- Maintenance of upto date list of all educational institutions, according to category and year;

- Submission of all statistical reports and returns in ES series of forms to Government of India and state government;
- Management information system, monthly progress reports of all categories of schools and compilation and consolidation of monthly/ annual reports;
- Reports/returns of scheduled castes and scheduled tribes;
- Assessment/study of dropouts or any other study; and
- Preparation of proposals and implementation of Operation Blackboard Schemes.

3. Joint Director of Public Instruction (Academic, Science and Mathematics)

- All matters related to science education including opening of science stream in higher secondary schools;
- Maintenance and inspection of science laboratories in middle/ secondary/higher secondary schools;
- Organising science activities in schools, making plans thereof and their implementation;
- Studies/programmes related to the improvement of Science education;
- Organising Science seminars/exhibitions;
- Issue of sanction for equipments;
- Affiliation of schools to CBSE;
- Matters related to syllabi and textbooks of NCERT;
- Printing of school magazine and departmental magazine;
- Cultural activities including promotion of art and culture;
- Vocational and educational guidance and vocationalisation of secondary education;
- Matters related to training of teachers and their refresher courses;
- Administration of educational matters pertaining to DIET and SIE;
- Tour programmes, diaries, inspection reports of all officers of Education Department and VIPs;
- Sanction and procurement of text books and library books and their distribution;
- Preparation and submission of annual reports and annual administrative reports of Education to Government of India;
- Education acts/manuals and New Policy of Education;

- National Policy for Children;
- Sanction for cultural equipments, news papers, periodicals and magazines for schools;
- Matters related to State Institute of Education, Kendriya Vidyalayas and UNICEF assisted programmes;
- Population Education;
- Matters related to allotment of concessional paper by Ministry of Education;
- National Talent Search Schemes; and
- Parliament/Assembly questions on academic issues.

4. Joint Director of Public Instruction (Establishment)

- Matters connected with the appointment, transfer and posting, leave/study leave of gazetted officers;
- Advertisement, screening of application of candidates, interview arrangements and compilation of results of non-gazetted staff;
- Quasi-permanency/permanency of staff;
- Recruitment rules for all categories of staff;
- Service books, leave accounts/personal files of all categories of staff;
- Incumbency register/civil list of staff;
- All cases of pension and voluntary pension;
- Continuance of all temporary posts;
- Appointment of contingency staff within the sanctioned strength;
- Introduction of selection grade posts;
- Revision of pay scales of staff;
- Parliament/Assembly questions related to Establishment Branch;
- Monthly pending list of files of Establishment Branch and cases of the Directorate pending with Government of India;
- Declaration of seniority list of staff of all categories; and
- Grievances of students related to teaching staff.

5. Joint Director of Public Instruction (Adult Education and Higher Education)

- Matters connected with the appointment, transfer and posting, leave/study leave of lecturers and principals of colleges;
- Grant-in-aid to the university;

- Awarding of stipend/scholarship to SC/ST students of the State studying in post-matric/post-graduate courses outside and in the State;
 - Awarding of stipend to students studying in professional courses;
 - Admission of students to colleges/university including reservation of seats;
 - Conducting entrance examination for admission to Medical/Engineering/Agriculture and other courses;
 - Sanction of equipment etc. to colleges;
 - Matters related to college/university education including affiliation of college with universities;
 - Matters related to the award of National Loan Scholarship, and National Scholarship;
 - Creation of posts of lectures and other staff of colleges;
 - National Service Scheme;
 - National Volunteer Service Scheme;
 - Adult Education Programme;
 - National Literacy Mission;
 - Jana Shikshan Nilayam;
 - Inspection and supervision of field units for assessment, evaluation and planning for establishment of units/centres for adult education;
 - Post literacy follow-up action;
 - Creation of posts, under Adult Education Programme;
 - Supply of equipments, honorarium to adult education centres etc.;
 - Monitoring and evaluation of adult education;
 - Reports/returns of 20 Point Programme in respect of adult education;
 - Sanction for teaching-learning materials and their purchase and distribution;
 - Parliament/Assembly questions related to establishment; and
 - Any other duties assigned by the director of public instruction.
- 6. Deputy Director of Public Instruction (General)**
- Sanctioning all non-plan schemes, stipend in lieu of ration and equipments to boarder students according to norms;
 - Sanctioning stipend/scholarship to students of Sainik School,

- Rashtriya Indian Military College, Ramakrishna Mission School, Banasthali Vidyapeeth(Rajasthan) and other institutions permitted by the government;
- Organising examinations for admission to Sainik School, Rashtriya Indian Military Academy, Dehradun, and other government approved residential schools;
- Sanction of grant-in-aid to voluntary organisations under non-plan scheme;
- Cases related to transfer of students from one school to another, within the State;
- Education of children of migrant parents;
- Matters pertaining to the sanction of mid-day meals;
- Framing and finalisation of rules for awarding stipend to ST students of the State;
- Fixation of standardisation scales for school equipments;
- Matters related to journey expenses of students studying outside the State; and
- Parliament/Assembly questions related to all these points.

7. Deputy Director of Public Instruction (Survey)

Attends in general to all work assigned by the DPI, and in particular to all matters related to surveys conducted in the State, such as the Fifth All India Educational Survey conducted by the NCERT, Second All India Survey of Educational Administration conducted by the National Institute of Educational Planning and Administration (NIEPA), etc.

8. Deputy Director (State Resource Centre)

Incharge of the State Resource Centre (SRC) which was established in 1989, and receives financial assistance from the State as well as the central government. The DDPI has the responsibility of organising training programmes for adult education functionaries like the district adult education officers, project officers, adult education supervisors and instructors.

9. Assistant Director of Public Instruction (Science and Mathematics)

Assists the DDPI incharge of Science and Mathematics education in the State.

10. Assistant Director of Public Instruction (Youth Services)

- Farmers' Functional Literacy Programmes;

- National Service Schemes;
- National Volunteer Service Scheme;
- Matters related to Yuvak Kendras;
- National Fitness Corps;
- Sports, games and physical education;
- Coaching/orientation programmes on sports, games, scouting, guiding, NCC cadets/NCC officers and assessment of training imparted by the sports coach;
- Educational excursions/tournaments, etc. ;
- Matters related to organisation of sports, tournaments, educational excursion, issue of sanction, etc;
- Parliament/Assembly questions related to youth services;
- Preparation/submission of budget estimates related to youth services; and
- Formulation of plans for the youth services and their implementation;

11. Assistant Director of Public Instruction (Academic)

- Matters related to the organisation of Primary/Middle and CBSE examinations;
- Affiliation of schools to CBSE;
- Sanctions and arrangements for procurement of textbooks and library books;
- Matters related to NCERT;
- Publication of news items;
- Improvement of cultural programmes;
- Organisation of training of teachers including S.I.E.;
- Reimbursement of Board/University examination fees to ST students;
- Sanctioning orders for cultural equipments, news papers, magazines, periodicals for schools and honorarium to music teachers;
- Vocational and educational guidance;
- Tour programmes, diaries, inspection reports of all officers and other important functionaries of the State;
- TRYSEM cases and matters related to physically handicapped persons/children;
- Matters related to linguistic minorities;
- National Talent Search Schemes;

- Audio-visual education;
- Matters related to the opening of commerce stream in higher secondary schools;
- Parliament/Assembly questions; and
- Any other work assigned by the DPI or the JDPI incharge of 'Academics'.

12. Assistant Director of Public Instruction (Operation Blackboard)

Deals with all matters related to 'Operation Blackboard' scheme in the State and functions in collaboration with the joint director of public instruction (Planning). The additional duties of counselling and guidance are also performed by him.

13. Assistant Director of Public Instruction (Adult Education and Statistics)

Responsible for the Statistical Cell of the Directorate and all matters related to statistics, monitoring of progress of universalisation of elementary education and adult education in the State.

14. Assistant Director of Public Instruction (Material)

Assists the DDPI of the State Resource Centre in training various levels of adult education functionaries in the State.

At the same hierarchical level as the ADPIs, are the principal of DIET and officers looking after: i) budget and accounts and (ii) administration.

15. Accounts Officer

- Preparation of various estimates;
- Monthly statement of expenditure;
- Control of expenditure of Directorate including district level organisational set-up;
- Budget for centrally sponsored schemes;
- Reconciliation of expenditure with the additional accountant general (central and state);
- Appropriation of accounts and PAC questions;
- Reports and returns;
- Audit notes related to Education Department and their clearance;
- Parliament/Assembly questions related to accounts;
- Monthly pending list;
- Maintenance of cash and cash book;

- Bills for presentation to the Treasury (including arrear and pay bills);
- Payment to employees/firms etc.;
- Monthly verification of cash balance;
- Postal Life Insurance;
- Scrutiny of various proposals;
- Festival advance etc;
- Matters related to the GPF accounts of all staff working in the Education Department;
- Maintenance of G.P.F. accounts in respect of Grade IV staff; and
- Functioning as internal financial officer to the DPI.

16. Administrative Officer

Looks after all administrative matters in general and has the following responsibilities in particular:

- Procurement of stationery/forms, office equipment for the Directorate and liveries of Grade IV staff posted at the headquarters;
- Allotment of quarters to the Directorate staff of New Itanagar;
- Receiving, issuing and marking of 'daks' and files;
- Deployment of Grade IV staff;
- Matters related to organising, planning and controlling of office activities of the Directorate;
- Maintenance of staff attendance;
- Procurement of and proper utilisation of the office stationery and furniture;
- Office accommodation, telephone and office vehicles; and
- Any other duties assigned by DPI.

Appendix IV

Financial Powers under Different Categories of Officers

Extracts from Government of Arunachal Pradesh order No. FIN/E/13/86 dated May 1986 on financial powers delegated to different categories of officers of the Education Department.

<i>Sl. No.</i>	<i>Nature of powers</i>	<i>Category 'A'</i>	<i>Category 'B'</i>	<i>Category 'C'</i>
1.	Power to create permanent posts	Nil	Nil	Nil
2.	Power to create temporary posts	Nil	Nil	Nil
3.	Power of appropriation and re-appropriation	Upto 10% of original provision	Nil	—

Contd.

<i>Sl. No.</i>	<i>Nature of powers</i>	<i>Category 'A'</i>	<i>Category 'B'</i>	<i>Category 'C'</i>
4.	Contingent expenditure (Recurring)	Rs. 3,000/- per annum in each case	Rs. 2,000/- per annum in each case	Rs. 1,000/- per annum in each case
5.	Contingent expenditure (Non-recurring)	Rs.15,000/- in each case	Rs.7,000/- in each case	Rs.5000/- in each case
6.	Miscellaneous expenditure (Recurring)	Rs.400/- per annum	Rs.300/- per annum	Rs. 200/- per annum
7.	Miscellaneous expenditure (Non-recurring)	Rs.4000/- in each case	Rs.2000/- in each case	Rs. 1000/- in each case
8.	Write off of losses			
	a. Irrecoverable losses of stores/public money not due to theft or negligence	Nil	Nil	Nil
	b. Losses of revenue/irrecoverable loans and advances	"	"	"
	c. Deficiency and depreciation in value of stores excepting vehicles.	"	"	"
	d. Codemnation of vehicles	"	"	"
9.	Local restriction on powers to incur contingent expenditure(recurring and non-recurring) vide powers at 4 and 5 above in respect of items mentioned in column 2 of schedule of Delegation of Financial Powers Rules, 1978, orders, restrictions of scales subject to which expenditure so incurred as stated in column 4 of schedule V of Delegation of Financial Powers Rules, 1978, shall also apply as also Govt. of India's decision of the same.			

Contd.

Sl. No.	Nature of powers	Category 'A'	Category 'B'	Category 'C'
1.	Bi-cycle	Full	Full	Full
2.	Charges for remittance of treasure	Nil	Nil	Nil
3.	Conveyance hire	As in schedule V	Nil	Nil
4.	Electric, gas and water charge	Full	Full	Full
5.	Fixtures and furniture purchases and repair	Full	Full	Full
6.	i. Freight charges	Full	Full	Rs.1000/- in each case
	ii. Demurrage charges	Full	Full	Rs.1000/- in each case
7.	Hire of office furniture, electric fans, heaters, cookers, clocks and call bells	Full	Full	Full
8.	Land	Nil	Nil	Nil
9.	Legal Charges	Full	Nil	Nil
	i. Fees to barristers, advocates, pleaders, arbitrators & umpires			
	ii. Other legal charges			
	a. Law suits or prosecution cases, full powers in case of authorities vested with powers to sanction the institution for suit or prosecution, otherwise Rs. 5000/- in each case.		—	—

Contd.

Sl. No.	Nature of powers	Category 'A'	Category 'B'	Category 'C'
		b. Arbitration cases full powers in case of authorities visted with powers to refer cases to arbitration otherwise Rs.10,000/- in each case.	As Category 'A'	Nil
	iii. Reimbursement of legal expenses to govt. servant	Nil	Nil	Nil
10.	Motor vehicles:			
	i. Maintenance, upkeep & repair to be done on the line of instruction contained in GA Deptt.'s O.M.No. SGA/TPT/80 dtd. the 10th July/80 (Appendix-III)		As per category 'A'	As per category 'A' (subject to having vehicle under their respective control)
	a. For upkeep and repairs Rs.15,000/- per year per vehicle subject to technical certificate regarding necessity and satisfactory completion of work.		As per category 'A'	
	b. For POL, petrol, LMVs Rs. 30,000/- per yer per vehicle, Diesel LMVs Rs. 15,00/- per year per vehicle		"	"

Contd.

<i>Sl. No.</i>	<i>Nature of powers</i>	<i>Category 'A'</i>	<i>Category 'B'</i>	<i>Category 'C'</i>
	ii. Purchase	Nil	Nil	Nil
11.	Municipal rebates and taxes	Full	Full	Full
12.	Petty works & repairs	Rs.10,000/- in each case	Rs.5,000/- in each case	Rs.2,500/- in each case
	i. Execution of petty works and special repairs to govt. owned buildings including sanitary fittings, water supply & electric installation in such building and repairs to such installation.			
	ii. Ordinary repairs to govt. buildings	Rs.10,000/- in each case	Rs.5,000/- in each case	Rs.2,500/- in each case
	iii. Repairs & alterations to hired and requisitioned buildings	Rs.10,000/- p.a. non-recurring and Rs.2,000/- p.a. recurring	As per Category 'A'	Nil
13.	Postal & Telegraph Charges	Full powers	Full powers	Full powers
	i. Charge for issue of letters, telegrams, etc.			Contd.

<i>Sl. No.</i>	<i>Nature of powers</i>	<i>Category 'A'</i>	<i>Category 'B'</i>	<i>Category 'C'</i>
	ii. Commission on money order	In case where a govt. servant belonging to Group 'D' proceeds on leave exceeding one month the net leave salary due to him may on his express request be remitted to him by order at govt. expenses.	As per Category 'A'	As per Category 'A'
14.	Printing and binding	Full powers, where printing is executed, through or with approval of Dir. of printing Head of Office powers. for other cases	As per category 'A'	As per category 'A'
15.	Publication(i)Official & (ii) Non Official	Full powers	Full Powers	Rs. 2000/-p.a
16.	Rent	"	"	"
	i. Ordinary office accommodation	Nil	Nil	Nil

Contd.

<i>Sl. No.</i>	<i>Nature of powers</i>	<i>Category 'A'</i>	<i>Category 'B'</i>	<i>Category 'C'</i>
	a. Where accommodation is entirely utilised for office.	Nil	Nil	Nil
	b. Where accommodation is used partly as office and partly as residence	Nil	Nil	Nil
	ii. For residential and other purposes.	Nil	Nil	Nil
17.	Repairs to and removal of machinery (where the expenditure is not of a capital nature).	Full powers	Rs.2,500/- in each case subject to technical certificate of necessity and satisfactory completion.	Rs. 2,500/- in each case subject to technical certificate of necessity and satisfactory completion
18.	Rewards, fees, bonus etc. (other than fees and honoraria is granted to govt. servants under service rules).	Nil unless converted by separate orders.	Nil, unless converted by separate orders.	Nil, unless converted by separate orders.
19.	Special charges relating to particular deptt.	Nil, unless converted by separate orders.	Nil, unless converted by separate orders.	Nil, unless converted by separate orders.
20.	Staff paid from contingencies	Nil	Nil	Nil
21.	a) Purchase of stationery/ stores mentioned in list under Appendix 9 to compilation of GFR, 1963.	Nil	Nil	Nil

Contd.

<i>Sl. No.</i>	<i>Nature of powers</i>	<i>Category 'A'</i>	<i>Category 'B'</i>	<i>Category 'C'</i>
	b) Local purchase of petty stationery stores.	Rs.5,000/- p.a.	Rs.2,500/- p.a.	Rs.1,500/- p.a.
	c) Local purchase of rubber stamps, stamps and office seals.	Rs.1,000/- p.a.	Rs.500/- p.a.	Rs.250/- p.a.
22.	Stores			
	i) Stores required for works.	Nil	Nil	Nil
	ii) Other stores i.e. stores required for working of an establishment including instruments, establishment and apparatus.	Full Powers	Full Powers	Full powers
23.	Supply of uniforms, badges & other articles of clothing, etc. and washing allowances.	Full Powers	Full Powers	Full powers
24.	Telephones charges.	Full Powers	Full Powers	Full powers
25.	Tents and camp furniture.	Nil	Nil	Nil
26.	All office equipments including typewriters, intension equipments calculators, electronic stencil cutters, dictaphones, tape recorders, photo copiers, copying machines, franking machines, and indexing system, etc. excluding system computers of all kinds.	Full Powers	Full Powers	Full powers

Contd.

1) EXPLANATORY NOTES

- a) Full powers' under column (3) against items 9(1) to 9 (26) are restricted to the powers of incurring contingent expenditure under items 4 and 5 as applicable.
- b) 'Per annum in each' in respect of recurring contingent expenditure means each type of expenditure e.g. if a subordinate authority is empowered to incur expenditure on repairs upto Rs. 1,000/- per annum in each case, it should be competent for it to incur expenditure on repairs on any number of occasions during this year but subject to limit of Rs.1,000/- for that year.

Contd.

Appendix - IV Contd.

Powers Delegated to Officers

S. No.	Officers powers	DPI	Principal Degree College	DEOs	Principal HSS/BSB Changlang	DHO	DVO Farm Manager
1.	Powers to create permanent posts.	Nil	Nil	Nil	Nil	Nil	Nil
2.	Powers to create temporary posts.	Nil	Nil	Nil	Nil	Nil	Nil
3.	Powers of appropriation & re-appropriation.	Nil	Nil	Nil	Nil	Nil	Nil
4.	Contingent expenditure recurring.	A	B	B	C	A	B
5.	Contingent expenditure non-recurring.	A	B	B	C	A	B
6.	Miscellaneous expenditure non-recurring.	A	B	B	C	A	B
7.	Write off of losses:						
	a) Irrecoverable losses of stores/public money not due to theft or negligence.	Nil	Nil	Nil	Nil	Nil	Nil

Contd.

S.No.	Officers powers	DPI	Principal PSG/Degree College	DEOs	Principal HSS/BSB Changlang	DIIO*	DVO Farm** Manager
	b) Loss of revenue/irrecoverable loans and advance.	Nil	Nil	Nil	Nil	Nil	Nil
	c) Deficiencies and depreciation in value of stores excepting vehicles.	Nil	Nil	Nil	Nil	Nil	Nil
	d) Condemnation of vehicles	Nil	Nil	Nil	Nil	Nil	Nil
8.	Local restrictions vide item 9 of Appendix-I						
	Natures/items of expenditure as listed at SIs.9(1) to 9(26) of Appendix I.	A	B	B	C	A	B

* District Health Officer

** District Veterinary Officer

Appendix V

Pay Scale and Other Service Conditions of Teachers

<i>Designation of post</i>	<i>Classification</i>	<i>Qualification & experience prescribed and method of recruitment</i>	<i>Pay scale</i>	<i>Gross emoluments</i>
<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>

Principal, H.S. School.	Group 'A' Gazetted.	Selection post 100% by promotion from ADPI/DEO/Principal, BSB having atleast 5 (Five) years experience.	3000-4500/-	4395/-
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Contd.

1	2	3	4	5
Headmaster Sec. School/Vice Principal H.S. School.	Group 'B' Gazetted.	Non-selection post 100% by promotion 75% by promotion from junior teacher/ asstt. headmaster/lecturer, BSB and senior teachers on the basis of seniority cum merit in cadre of junior teacher. 25% from direct recruitment of senior teachers on seniority cum merit in cadre of ST subject to fulfilment of laid down condition. In case suitable candidates not available, 25% vacancies to be diverted to eligible JT/ST on seniority cum merit.	2000-3500/-	2980/-
Senior Teacher (PGT).	Group 'C' Non-Gazetted.	1. Essential: second class Master's degree in the subject concerned with diploma/ degree in Humanities. Second class Master's degree in con- cerned subject. Preference given to those having degree/diploma in Education. 2. Desirable: 3 years teaching experience in secondary or higher secondary school. 3. 50% from JT on promotion; 50% direct recruitment through interview.	1640-2900/-	2538/-

Contd.

1	2	3	4	5
Junior Teacher (TGT).	Group 'C' Non-Gazetted.	1. Essential: Should have appeared and passed the subject applied for as an elective subject and BT/B.Ed. or equivalent diploma. 2. Desirable: post-graduate degree in the subject applied for and 3 years teaching experience in a recognised school. 3. Graduate for Arunachal Pradesh tribals; only 4.5% from asstt. teacher (A) on promotion, & 50% direct recruitment through interview. Higher Secondary with degree/diploma in wood craft.	1400-2600/-	2132/-
Work Experience Teacher	Group 'C' Non-Gazetted		1400-2600/-	2132/-
Physical Training Instructor	Group 'C' Non-Gazetted	Hr. Sec./PUSC. with certificate/diploma in Physical Education.	1350-2200/-	
Lab Assistant	do-	Hr. Sec./Intermediate with Science.	1200-2040/-	
Junior Librarian	-do-	Diploma in Library Science with experience.	1200-2040/-	

Contd.

1	2	3	4	5
Asstt. Teacher (PRT) Grade-A	-do-	1. Essential: For Arunachali candidate class-XII and for Non-Arunachali candidate BA/B.Sc. 2. Desirable: 3 Years teaching experience in primary/middle school. 3. 30% by promotion from amongst asstt. teachers Grade 'B', 20% from lab. asstt.on basis of seniority cummerit.	1200-2040/-	1956/-

Source: Directorate of Public Instruction, Arunachal Pradesh, Naharlagun, Establishment Branch.

Appendix VI

Pay Scale and Other Service Conditions of Non-Teaching Staff

<i>S. No.</i>	<i>Designation</i>	<i>Qualification & Method of recruitment</i>	<i>Scale of pay</i>
<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>
1.	Superintendent	100% by promotion from amongst the Asstls. with 5 (five) years regular service in the post of Asstl. on the basis of seniority cum merit.	1640-2900/-
			Contd.

1	2	3	4
2.	Asstt./Head Asstt. in the district	70% by promotion from amongst the UDC, with 5 years regular service in the cadre of UDC and seniority cum merit for general and 3 years for Arunachali tribal. 30% by limited Department Examination from amongst the UDCs with 5 (five) years regular service on the basis of merit adjusted through written examination and viva-voce. 50% by direct recruitment on the basis of written test and viva-voce. Minimum educational qualification for direct recruitment is degree from a recognised university for non-tribal candidates and AISSC for tribal candidates. 50% by promotion on the basis of seniority cum merit from amongst the lower division clerk (LDC) with 5(five) years regular service for general and 3 (three) years for Arunachali tribal. Minimum educational qualification is Matriculation/AISC passed. 90% of the post to be filled up by direct recruitment through written test followed by viva-voce. 10% of the post to be filled up by promotion from amongst record keeper/ Grade IV.	1400-2300/-
3.	Upper Division Clerk(UDC)	50% by direct recruitment on the basis of written test and viva-voce. Minimum educational qualification for direct recruitment is degree from a recognised university for non-tribal candidates and AISSC for tribal candidates. 50% by promotion on the basis of seniority cum merit from amongst the lower division clerk (LDC) with 5(five) years regular service for general and 3 (three) years for Arunachali tribal. Minimum educational qualification is Matriculation/AISC passed. 90% of the post to be filled up by direct recruitment through written test followed by viva-voce. 10% of the post to be filled up by promotion from amongst record keeper/ Grade IV.	1200-2040/-
4.	Lower Division Clerk (LDC)	Minimum educational qualification is Matriculation/AISC passed. 90% of the post to be filled up by direct recruitment through written test followed by viva-voce. 10% of the post to be filled up by promotion from amongst record keeper/ Grade IV.	1350-2200/-
5.	Statistical Assistant	Minimum educational qualification is Bachelor's degree from a recognised university with Economics/Statistics/Mathematics as one of the subjects in graduation-direct recruitment.	Contd.

1	2	3	4
6.	Inspector of Statistics	Minimum educational qualification is Bachelor's degree from a recognised university with Economics/Statistics or Mathematics as one of the subjects in graduation.	1400-2300/-
7.	Peon/Chowkidar cum Mali/NCC Laskar.	Class IV standard. 100% Direct recruitment from the Arunachali tribals.	

Source: Directorate of Public Instruction, Arunachal Pradesh, Naharlagun, Establishment Branch.

Appendix VII

Service Conditions of Educational Administrators

<i>Designation of Posts</i>	<i>Classification</i>	<i>Qualification and experience prescribed and method of recruitment</i>	<i>No. of sanctioned posts</i>	<i>No. of posts filled up</i>	<i>Scale of pay</i>	<i>Gross emolument</i>
<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	<i>6</i>	<i>7</i>
1. Director of Public Instruction	Group 'A' Gazetted	i) Second class Master's degree or an equivalent qualification from a recognised university.	1	1	Rs. 4100/- Rs. 5300/-	Rs. 6130/-

Contd.

1	2	3	4	5	6	7
		ii) A degree or diploma in Teaching/Education of a recognised university.				
		iii) Minimum 15 years experience in the field of Education including at least 7 years in responsible administrative capacity.				
		By promotion on the basis of merit cum seniority from the post of Jt. Director of Public Instruction/Principal, State Institute of education/ principal, govt. degree colleges. Minimum 7 years regular service in the feeder post.				
		In case of deputation/transfer, IAS officer in the senior scale or Arunachal Pradesh Civil Service				

Contd.

1	2	3	4	5	6	7
		(APCS) Officer with not less than 7 years service in selection grade. 7 years experience as Principal of govt. colleges outside Arunachal Pradesh.				
2. Joint Director of Public Instruction	Group 'A' Gazetted	100% by promotion on the basis of merit cum seniority from the posts of DDPI/ Principal, H.S. School of Arunachal Pradesh having at least 5(five) years qualifying service as such possessing the prescribed educational qualification. Deputation from among APCS Selection grade Officers/ transfer from the post of Principal, SIE-Selection posts.	4	5.	Rs.3000-5000/-	Rs.4395/-

Contd.

1	2	3	4	5	6	7
3. Dy. Director of Public Instruction	Group 'A' Gazetted	Selection Post. 75% by promotion on the basis of merit cum seniority from Asstt. Director of Public Instruction/District Education Officer/Principal, BSB having minimum 5 years of experience and 25% by deputation from NCERT/ CBSE failing which by direct recruitment or by promotion.	14	14	Rs.3000-4500/-	Rs.4395/-
4. Asstt. Director of Public Instruction	Group 'A' Gazetted	At least second class Master's degree with a degree or diploma of teaching in field of Education, 5(five) years in Administrative capacity for direct recruitment.	7	7	Rs.2200-4000/-	Rs.3238/-
		Non-selection 100% by promotion from the cadre of Head Master/Vice Principal.				

Contd.

1	2	3	4	5	6	7
5. Principal, State Institute of Education	Group 'A' Gazetted	Selection post 100% by promotion from DDPI/ Principal H.S. School with at least 5(five)years qualifying service.	1	1	Rs.3000-5000/-	Rs.4395/-
6. Principal, District Institutes of Education and Training	Group 'A' Gazetted	Selection post 100% by promotion on merit cum seniority basis from ADPI/ DEO/Asstt. Principal failing which by direct recruitment/ deputation/transfer from analogous post having requisite qualification, experience from other state/ UT/Central Govt. institution.	1		Rs.3000-4500/-	Rs.4395/-
		Minimum qualification Master's degree in Humanities/Social Sciences/M.Ed with specialisation in Elementary/Adult/Non-formal Education or Educational Administration or degree/diploma				

Contd.

1	2	3	4	5	6	7
		in Educational Planning & Administration/Adult Education/ Child Development/Social Work/ Rural Development/Communication/Women's Studies and ten years of service in the field or seven years experience in organising AE/NFE programmes.				
7. District Adult Education Officer	Group 'B' Gazetted	Minimum Bachelor's degree with degree diploma in teaching. 100% by promotion from the grade of Project Officers who have completed 3 years of continuous service, on the basis of seniority cum merit failing which 100% by promotion from the grade of Senior Teacher who have completed	11	11	Rs.2000-3500/-	Rs.2980/-

Contd.

1	2	3	4	5	6	7
		3 years of service in the grade on the basis of selection.				
8. Asstt. District Education Officer	Group 'C' Gazetted	Minimum Bachelor's degree with BT/B.Ed. 50% by promotion from Junior Teacher and 50% by direct recruitment on the basis of seniority cum merit having completed 3 years of continuous service in the grade.	32	32	Rs.1400-2600/-	Rs.2132/-
9 Adult Education Supervisor	Group 'C' Non-Gazetted	-do-	36	36	Rs.1400-2600/-	Rs.2132/-

Sources: (i) Various recruitment rules/notification of Directorate of Public Instruction, Arunachal Pradesh.
(ii) Various recruitment rules/notification of Secretary (Education); Govt. of Arunachal Pradesh.

Appendix VIII

List of Proformae/Returns & Reports Sent by the District Education Authorities in an Academic Year

<i>Sl No.</i>	<i>Proforma</i>	<i>Frequency</i>	<i>Coverage</i>	<i>Authority to whom submitted</i>
1.	Consolidated progress report of primary & middle schools.	Monthly	Primary & middle school sex-wise/tribe-wise, enrolment & teacher position,	Directorate of Public Instruction.
				Contd.

<i>Sl No.</i>	<i>Proforma</i>	<i>Frequency</i>	<i>Coverage</i>	<i>Authority to whom submitted</i>
2.	Distribution of students in grade I-VIII by sex and age & number of repeaters.	Quarterly	Enrolment: class-wise, sex-wise, tribe-wise, age-wise.	-do-
3.	Class-wise, sex-wise • tribe-wise enrolment of pre-primary school.	Quarterly	Students of pre-primary classes.	-do-
4.	Class-wise, sex-wise & tribe-wise enrolment of inter-village primary schools.	Quarterly	Students of primary schools.	-do-
5.	Class-wise, sex-wise, & tribe-wise enrolment of middle schools.	Quarterly	Students of middle schools.	-do-
6.	Class-wise, sex-wise tribe-wise enrolment of secondary schools.	Quarterly	Students of secondary schools.	-do-

Contd.

<i>Sl No.</i>	<i>Proforma</i>	<i>Frequency</i>	<i>Coverage</i>	<i>Authority to whom submitted</i>
7.	Higher secondary schools.	Quarterly	Students of higher secondary schools.	-do-
8.	Schoolwise teacher position.	Quarterly	Data of teacher from pre-primary to higher secondary schools.	-do-
9.	Categorywise teacher position.	Quarterly	Teacher population	-do-
10.	Number of boys' and girls' hostel with their inmates.	Quarterly	Hostel & hostel boarders of ednl. institutions.	DPI
11.	Distribution of other staff.	Quarterly	Non-teaching staff.	-do-
12.	Building position.	Quarterly	Ednl. buildings as a whole.	-do-
13.	Blockwise distribution of AE centres & their enrolment & institutions.	Quarterly	Adult education programme.	-do-

Contd.

<i>Sl No.</i>	<i>Proforma</i>	<i>Frequency</i>	<i>Coverage</i>	<i>Authority to whom submitted</i>
14.	Block-wise number of scheduled castes & scheduled tribes adult teacher & instructors.	-do-	-do-	-do-
15.	Information on Jan Sikshan Nilayams	-do-	-do-	-do-
16.	Educational statistics series of forms(viz ES-I(S), Es-II(S), ES III(S), ES-IV(S) (prescribed by Govt. of India).	Annual	Numerical/financial/ examination results/ scheduled castes & scheduled tribes data.	-do-
17.	Selected educational statistics(as on 30th Sept.)	-do-	Selected numerical SC/ ST data.	
18.	Data on 20 Point Programme	Monthly	Enrolment of classes I-VII & adult learners.	DPI
19.	Monthly expenditure statement	Monthly	Expenditure of education.	-do-

Appendix IX

Guidelines issued by Directorate of Public Instruction for Inspection and Supervision of Schools

Regarding inspection and supervision of schools in the State vis-a-vis the National Policy on Education, 1986, the Department of Education issued an order No. E.D.A.258/79-80 dated 6th December 1988, stating the following guidelines:

1. The principals /headmasters should be made aware of the various thrust areas for improving the quality of education as envisaged under NPE, 1986.
2. They should be well conversant in Human Resource Development by providing necessary guidance to the teachers and students.
3. They should also be well conversant in using the human and material resources effectively.
4. In view of financial constraints, each institution should have its own plan for bringing improvement in the institution in a phased manner, in accordance with the availability of resources.

In view of the observations made above, a copy of format for school inspection proforma is enclosed for taking necessary action on the following points:

On receipt of tour programme of the inspecting officer, the proforma should be filled up, in quadruplicate, and kept ready before the inspection starts as follows:

- i) Part I should be filled up by principal/headmaster or any other teacher assigned the job.
- ii) Part II of the proforma should be filled up by every teacher separately.
- iii) Column 3 of Part III should also be filled up by the head of the institution and kept ready at the time of inspection.
- iv) The inspecting officer should record observations in columns 4 and 5 of Part III and should submit the inspection reports to the accepting officer(DPI). Subsequently, the copies of the reports should be endorsed to the following officers for follow up action:
 - a) One copy should be sent to the principal/headmaster.
 - b) One copy should be sent to the DDPI of the district concerned.
 - c) One copy should be sent to the Jt. DPI(A).
 - d) One copy should be retained by the officer for record.
- v) The inspecting officer should observe the teaching-learning process in classroom situation or outside and should record observations on the spot, in triplicate, in the proforma given below:
 - a) Name of the class teacher
 - b) Class
 - c) Subject
 - d) Topic
 - e) Number of students
 - f) Date
 - g) General observations about the curriculum transaction, teaching-learning process, use of educational technology, response of students, etc.
 - h) Suggestions.

Copies of inspection reports, in triplicate, of each class inspected, should be handed over to the principal/headmaster, who in turn should obtain signature of the teacher concerned and hand over one copy to him. One copy should be retained by the principal/headmaster for record. One copy should be handed over to the inspecting officer.

The inspecting officer may guide the teacher individually or by giving demonstration lesson, if necessary.

Appendix X

Format for School Inspection Suggested by Directorate of Public Instruction

PROFORMA

PART-I

Factual and Functional Position of the School

Name of the School:

**Factual and functional position
of the school to be given well in
advance on the following points:**

1. **School Plant/Physical Facilities**
 - a) **Total area of the Campus**
 - 1) **Built-up area**
 - 2) **Play ground**
 - 3) **Available for extension**
 - b) **Total number of rooms (Class Lab., Library, etc.)**
 - c) **Play grounds and their area**
 - d) **Grassy plots and their area**
 - e) **Total number of trees on the campus and number of trees
planted during the year**
 - f) **Toilets and laboratories/urinals for teachers and staff**
 - g) **Position of furniture (for staff and students separately)**

- h) Drinking water facilities (Well, tubewell, water carrier, etc.)
 - i) Additional accomodation required
 - j) Additional furniture required
 - k) Is Building borne on PWD blocks or not
 - l) Are annual repairs done regularly?
2. Enrolment
- a) Class-wise/sex-wise
 - b) Number of students belonging to Scheduled Castes/Tribes and Backward Classes - Class-wise and sex-wise
 - c) Total number of students/with names/getting stipends/scholarships of different categories
3. Staff
Staff statement category-wise (here mention category-wise strength, vacancies, etc.)
4. Pupils' Fund
- | Name | Total amount in balance on 1st April of the current year | Balance on 1st September of the current year. |
|------|--|---|
| | | |
5. Co-curricular Activities
- a) Scouting/guiding troops/cubbing
 - b) Clubs functioning in the school
 - c) Houses functioning in the school
 - d) N.C.C.
 - e) Cultural activities
 - f) PTA and its number of members
 - g) Old students asocation and its members
 - h) Hobbies
 - i) Any other
6. Community participation in School Improvement Programme
- a) Any additions to the building since last inspection
 - b) Additional furniture provided by the community since last inspection.
7. Effectiveness of the school in serving the Community of the area
- a) Social service rendered
 - b) Names of the feeder vllages

8. a) General school results for the last 3 years in public examinations
b) Reasons, if results are low
9. Institutional plan for the current year
10. Innovations for the improvement of school
11. Games/athletics started in the school with the names of teachers incharge and distinction achieved at zonal/district/state/national level.
12. Enrolment
 - 1) Enrolment
 - 2) Absentees
 - 3) Dropouts
13. Stipends for students
14. Libraries
15. Written and correction work

<i>Subject</i>	<i>Written work by students</i>	<i>Correction work done by Teachers</i>
	a) Once a week	a) Once a week
	b) Twice a week	b) Twice a week
	c) Thrice a week	c) Thrice a week
	d) or more	d) or more

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

16. Participation in extracurricular activities and achievements:
 - a) Games
 - b) Cultural activities
 - c) Scouting/guiding/NCC
 - d) Year of inservice training course attended and place of attendance
 - e) Name of library books read during the year

- f) Fostering community relations
- g) Enrolment drive
- h) Are progress reports sent to parents regularly?
- i) Any other information

Countersigned
Principal/Headmaster

Signature
Date:

PART-II

Teachers' Information Form (To be filled in by every teacher separately)

1. Name
2. Qualification
3. Date of joining government service
4. Date of joining the present school
5. Subjects(Class-wise)taught by him/her during the year
6. Results

<i>Year</i>	<i>Class/ Section</i>	<i>Subject</i>	<i>Students Appeared</i>	<i>Students % passed</i>	<i>Board(s)+/- %</i>
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Reasons for low pass percentage, if any

7. Coverage of Syllabus

<i>Name of subject</i>	<i>Coverage up to August</i>	<i>Coverage upto December</i>	<i>Coverage up to February</i>	<i>Whether sufficient time left for revision</i>	<i>Reasons for delay if any</i>
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PART - III

Inspection Sheet

<i>Sl. No.</i>	<i>Particulars of different items to be supplied by the head of school</i>	<i>Information to be supplied by the head of school</i>	<i>Recommendations of the inspecting officers at the time of inspection</i>	<i>Follow-up action taken by the head of the school on recommendations</i>
<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>
1.	Name of the school			
2.	Name of the Head			
3.	Date of Inspection			
4.	Date of last Inspection			
5.	(i) Surprise Inspection by on			
6.	Follow-up action on the last inspection records Reasons, if no follow-up action was taken in full			
7.	School Campus			
	a) General cleanlines			
	b) Sanitary arrangements			
	c) Drinking water facilities			
	d) Beautification including flower beds and general decoration			
	e) Wall magazines			
	f) Bulletin boards			
	g) Daily news boards, etc.			
8.	Morning Assembly			
	a) School band			
	b) School uniform & general turn-out			
	c) General turn up			
	d) Prayer			

1	2	3	4	5
	e) National anthem			
	f) News reading			
	g) Mass P.T., etc.			
9.	Staff Meetings			
	a) Frequency			
	b) Minutes, etc.			
	c) Follow-up			
10.	Planning the school schedule			
	School Calender			
11.	Class Teaching			
	a) Class/subject			
	b) Students' response			
	c) Course covered			
	d) Use of audio-visual aids/ methods/techniques			
	e) Teachers' diaries			
	f) Syllabus charts			
	g) Written work			
	h) Correction work			
	i) Teaching of Science			
	1. Adequacy and proper maintenance			
	2. Charts of science practicals Class-wise, subject-wise and term - wise			
	3. Maintenance and proper checking of science practical note books			
	(j) Physical Education			
	1. Exercise tables(MassP.T and yoga exercises)			
	2. Drill and marching			
	3. Lazium			
	4. Gymnastics and folk dances			
	5. Games			
	6. Track and field events and hiking			

1	2	3	4	5
	7. Excursion/educational trips			
12.	Principal/Headmaster/Headmistress' Office			
	a) Teachers' time table showing separately the number of teachers including the head teachers			
	b) Class time table showing separately the number of periods, subjects/activities in different classes			
	c) Vacant period time table			
	d) Day-to-day special assignment register			
	e) Graphs, diagrams, etc. displaying the vital educational statistics at a glance			
	f) Head supervision and classroom visit diary. Details of follow-up action, if any			
13.	School Library, Reading room & audiovisual materials service, etc.			
	a) No. of books issued during the year to: Teachers Students			
	b) Names of magazines/ journals/news papers subscribed			
	c) Class-wise allotment of library funds per week			
14.	Co-curricular activities Which of the following activities are being practised in the school methodically and regularly and with what success?			

1	2	3	4	5
	a) House system b) School Magazine c) NCC d) Scouting/Girl Guiding e) Parent Teacher Association f) Old students association g) Book Bank h) Supply of subsidised books and stationery			
	Guidance and Counselling Service			
	1. Measure taken for			
	a) Gifted children b) Deficient children c) Cumulative record including periodic medical check up of all student in all classes d) Classroom allotment of period for guidance service and their proper utilization e) Radio/TV listening programme f) School museum/information room g) Science Clubs and practice of scientific hobbies h) Community(social) service i) Teaching of craft(s)/ implementation of the ideas implicit in the concept of work experience j) Annual prize distribution k) Any other activity/activities			
	15. School records and registration work			
	16. Pupil funds position			
	17. School results for the last three years.			
	Reasons for unsatisfactory results, if any, with suggestions for improvements, steps being taken to ensure better results in the future			

1	2	3	4	5
18. Functioning of School Complex; If any, its proper functioning with suggestions for further improvement.				
19. General administration of the school				
a) Proper and methodical planning				
b) If not, the reasons thereof with suggested solutions				
c) School community relations: are these relations cordial and healthy? If not, why?				
d) Special achievements of the school in:				
a) Public examinations				
b) Games and sports				
c) NCC				
d) Other fields with special reference to development work if any				
e) In-service training programmes for teaching Demonstration lesson Symposia Study Circle, etc.				
20. Special difficulties being experienced by the school, category-wise and their proposed solution				
21. Function of School Health Scheme.				
22. Relation between students/staff and head of the institution				
23. General Remarks.				
	Signature of the Inspecting Officer		Signature of the Head of the Institution	
Remarks by the Accepting Officer		Signature of the Accepting Officer		

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